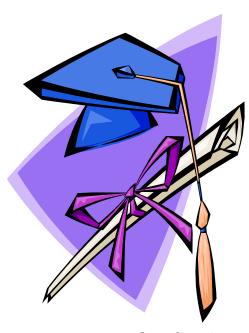**California** Department of
EDUCATION

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California School Age Families Education (Cal-SAFE) Program

Reference Handbook

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Contents

Preface

A quality education and career preparation are important for teen parents to become economically self-sufficient and good parents to their children. The California School Age Families Education (Cal-SAFE) Program is designed to provide necessary support services, based upon individual needs, to expectant and parenting students and quality child care and development services to their children so that they both can meet program goals.

The *Cal-SAFE Program Reference Handbook,* required by *Education Code* Section (54748 [h]), is a tool for staff in school districts and county offices of education to use in implementing an effective Cal-SAFE Program. It provides detailed information on the history of education programs for expectant and parenting students, the legal basis for the program, the criteria for student and child eligibility, the county service coordination plan, the organizational structure and staffing, enrollment of the school age family, student support services, child care and development services, and fund management.

The handbook is based upon statute in California codes and appropriate sections of the *California Code of Regulations*, Title 5 and Title 22, pertaining to child care. It is a companion document to previously issued guidance documents. Basic information for program operation is provided in the text of the document. The use of hyperlinks to referenced documents provides an opportunity for seasoned staff members to expand their knowledge and skills. The activities listed in each chapter are not required but are provided as food for thought.

The *Cal-SAFE Program Reference Handbook* is available for downloading on the Cal-SAFE Program Web Page under "Program Management Tools" at http://www.cde.ca.gov/ls/cg/pp/progmanagement.asp. By being posted on the Web, updates to individual chapters can be available sooner than they would as a print document. Extensive hyperlinks to referenced materials and Web resources require access to the Internet to use the handbook.

Department staff and Cal-SAFE Program Advisory Workgroup members believe this reference handbook will be a significant tool for Cal-SAFE Program staff helping expectant and parenting teens to improve their academic achievement and prepare their children to be healthy and ready to learn when they enter school.

Acknowledgments

Chapter 1

Introduction

The *California School Age Families Education (Cal-SAFE) Program Reference Handbook* serves as a resource document for local educational agency (LEA) administrators and staff operating the Cal-SAFE Program in California. The guidance is based upon statute in the California *Education Code* and other relevant California codes and appropriate sections of the *California Code of Regulations* (CCR), Title 5 and Title 22, related to child care. The document is to be user-friendly so that staff of both continuing and new programs can use it successfully. It does not replace other guidelines but is a companion document to the Cal-SAFE Program Evaluation Start-Up Guide 2002-2003[1] and the Cal-SAFE Program Fiscal Guidelines and Funding Procedures, Fiscal Year 2003-04.[2] The *Reference Handbook* features descriptions of suggested activities, as appropriate, and hyperlinks to referenced documents. A glossary of the acronyms referenced appears at the end of this handbook.

> **Activity:**
> **Check LEA copies of the CAL-SAFE Program Evaluation Guide and the Cal-SAFE Program Fiscal Guidelines and Funding Procedures to ensure they are current. Obtain later versions as needed.**

Teen Pregnancy and Parenting in California

Adolescent childbearing occurs worldwide, but California rates of teens giving birth are between four and 12 times higher than are the rates for France, Spain, Italy, the Netherlands, and Japan. In 2001, more than 53,000 teens—nearly 5 percent of all teens aged fifteen to nineteen years—gave birth in California, and many more became pregnant. Although birth rates to teen mothers decreased in the past several years, the California Department of Finance conservatively projects a 23 percent increase in annual teen births in California within five years due to the increase in the teen population. The projected result of this increase is approximately 12,500 more teen births in 2008 than there were in 2003.

Expectant and parenting teens experience educational, health, economic, and social challenges: they are at higher risk of dropping out of school, their efforts in career preparation are limited, and they might have a repeat pregnancy while in their teens. Teen Pregnancy and Parenting in California[3] provides selected key data from the most recently released documents on teen pregnancy and parenting in California. Teen pregnancy presents challenges not only to teens, their children, and the teens' families; it puts pressure on state and local government resources and society as a whole.

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[1] *http://www.branaghgroup.com/calsafe/index.html*
[2] *http://www.cde.ca.gov/fg/aa/ca/calsafe.asp*
[3] *http://www.cde.ca.gov/ls/cg/pp/teenpregnancy.asp*

History of Educational Programs for Expectant and Parenting Students in California

Schools can play a significant role in proving interventions that improve the life options for expectant or parenting teens and their children. The California Department of Education (CDE) has long supported serving this student population by providing resources through the Pregnant Minors Program (PMP) established in 1965, the School Age Parenting and Infant Development (SAPID) Program established in 1976, and the Pregnant and Lactating Students (PALS) Program established in 1986. These programs were limited in their availability and operated under statutes and policies that prevented the provision of comprehensive, integrated services. Over the years, legislation to restructure school-based programs for pregnant and parenting students was introduced but never enacted.

In 1995, the Legislature required the CDE to make recommendations for improving and expanding state-funded education programs for pregnant and parenting students, taking into consideration increased coordination of existing funding resources and programs. The CDE set forth the framework for the California School Age Families Education (Cal-SAFE) Program in the *Pregnant and Parenting Student Program: A Report to the Legislature.*

In 1998, the California Legislature enacted the Cal-SAFE Program (Chapter 1078, Statutes of 1998), and it became operational in July 2000. The intent of the Legislature was to establish a comprehensive, continuous, and community-linked school-based program that focuses on youth development and dropout prevention for pregnant and parenting pupils and on child care and development services for their children. The hope is to improve results for approximately 60,000 pupils and their children (*Education Code* Section 54742 [a]). The statute stipulated that if resources are insufficient to serve all eligible pupils, the Cal-SAFE Program must target services to pupils who are most in need or to pupils who are least likely to gain access to services on their own (*Education Code* Section 54742 [c]). In the 2003-04 school year, the Cal-SAFE Program served 10,236 students and 7,236 children.

Overview of the Cal-SAFE Program

The Cal-SAFE Program provides the first opportunity for LEAs throughout California to gain access to resources to support a seamless, cost-effective service delivery system from point of entry into the program until graduation. It is designed to improve the educational experience, increase the availability of support services for enrolled students to achieve academic success and acquire positive parenting skills, and provide child care and development services for their children. The Cal-SAFE Program builds upon education reform initiatives, ensures a quality education program with high standards for enrolled students, and mandates accountability of LEAs for performance of students and their children in meeting program goals.

With a focus on youth development and school dropout prevention and recovery, the Cal-SAFE Program uses an asset-building approach to provide students and their children with an opportunity to meet basic needs and develop their individual competencies so that the parent and child(ren) become developmentally, socially, emotionally, and cognitively competent. Program activities focus on the positive and assist expectant or parenting students to take personal responsibility for their lives. Through a new lens, educators view these young people not as "problems" but as resourceful individuals who can build upon their own strengths, skills, and capabilities.

Positive youth development also includes community involvement. School districts and county offices of education implementing the Cal-SAFE Program connect with existing programs and, whenever possible, build upon existing local collaboratives to provide a unified, integrated system of services to children, youths, and families (*Education Code* Section 54744 [a]). Additionally, the Cal-SAFE Program is to be integrated with the local Adolescent Family Life Program (AFLP) and Cal-Learn Program in a manner that avoids duplication of services (*Education Code* sections 54745 [a] [15] and 54746 [b]).

Cal-SAFE Program Goals

The success of the Cal-SAFE Program is determined by how well students and children enrolled in the program achieve the program goals. Attainment of the program goals by enrolled students and their children demonstrate the effectiveness of the individual program's implementation strategies. Continued data collection and program self-assessments are important for validating program successes and, as needed, making changes in implementation strategies to support program goals for enrolled students and children. Information about progress toward program goals is useful for:

- Monitoring and assessing the success of program strategies in order to make modifications, as needed

- Maintaining support of district administration, parents, and the community

- Demonstrating the value and cost-effectiveness of the Cal-SAFE Program to state legislators for sustained support and funding

- Validating program success through continued data collection

The GradStar Management Information System provides the necessary forms to collect data for both students and children at key points during their enrollment in the Cal-SAFE Program. Staff must be diligent to enter correct data for it to be valid.

GradStar reflects and incorporates the following Cal-SAFE Program goals:

- A significant number of eligible female and male pupils in need of targeted supportive services related to school success will be served.

- Pupils shall have the opportunity to be continuously enrolled in the Cal-SAFE program through graduation from high school.

- Pupils served who receive program services for one or more years will earn a high school diploma or its equivalent or demonstrate progress toward completion of education goals.

- Pupils served who graduate will transition to postsecondary education, including a technical school, or into the world of work.

- Pupils served and their children will not become dependent on welfare.

- Pupils served will demonstrate effective parenting skills.

- Pupils served will not have a repeat birth or father a repeat pregnancy before graduating from high school.

- Pregnant pupils served will not have a baby of low birth weight.

- Children of enrolled teen parents will receive child care and development services based upon an assessment of the developmental and health needs of the child.

- Children of enrolled teen parents will receive health screening and immunizations except when the custodial parent annually provides a written request for an exemption pursuant to sections 49451 and 120365 of the California *Health and Safety Code*.

- Children of enrolled teen parents will have enhanced skills for school readiness or demonstrate progress toward meeting their assessed developmental goals or both.

Legal Basis

Cal-SAFE Program administrators and staff must understand the statutes and regulations pertaining to implementation of the program. Additionally, having a copy of the particular laws and policies readily available will assist the program staff in working with the student, parent, school administration, and community. The document Cal-SAFE Legal References[4] provides information on statutes and regulations related to serving expectant and parenting students and their children in schools. If program administrators and staff working with students periodically review of the legal basis for serving expectant and parenting students in an educational setting, legal compliance of the program will be made possible and the implementation of a quality program can be supported.

Activity:
Compile a reference binder of all relevant statutes and regulations to use for developing implementation strategies, answering questions, and conducting staff development activities.

Local Administrative Regulations, Policies, and Procedures

Administrative policies and regulations adopted by the LEA governing board, as well as policies, procedures, and forms approved by the district or county office of education administration may affect the implementation of the Cal-SAFE Program. Examples include, but are not limited to, reporting attendance, maintaining student records, purchasing instructional materials, and participating in staff development activities.

Activity:
Create a table similar to that below and list local board policies and regulations and administrative procedures and policies that are important to the implementation of the CAL-SAFE Program. Review periodically and update as necessary.

LEA Regulations, Policies, and Administrative Procedures
Related to the Cal-SAFE Program

Policy/Procedure	Topic
Board Policy	Adopted policy/resolution supporting the Cal-SAFE Program

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[4] *http://www.cde.ca.gov/ls/cg/pp/legalref.asp*

END NOTES

1. Cal-SAFE Program Evaluation Start-Up Guide 2002-2003. Orinda: Branagh Information Group, 2001. http://www.branaghgroup.com/calsafe/index.html
2. Cal-SAFE Program Fiscal Guidelines and Funding Procedures, Fiscal Year 2003-04. Prepared under the direction of the School Fiscal Services Division. Sacramento: California Department of Education, 2004. http://www.cde.ca.gov/fg/aa/ca/calsafe.asp
3. Constantine, Norman, and Carmen Nevarez. No Time for Complacency: Teen Births in California. Oakland: Public Health Institute, 2003. http://teenbirths.phi.org/index.html
4. Teen Pregnancy and Parenting in California. http://www.cde.ca.gov/ls/cg/pp/teenpregnancy.asp
5. Pregnant and Parenting Student Program, *A Report to the Legislature*. Prepared by the Learning Support and Partnership Division. Sacramento: California Department of Education, 1996. Contact the CDE Cal-SAFE Program Office at 916-319-0914 for a copy of the document. http://www.cde.ca.gov/ls/cg/pp/legalref.asp

Chapter 2

Student And Child Eligibility

The Cal-SAFE Program is designed to help expectant and parenting teens achieve academic success and their children to receive child care and development services based upon the individual child's assessed developmental and health needs. *Education Code* Section 54747 specifies eligibility requirements to qualify for the program.

Expectant and Parenting Students

Eligibility requirements for students to enroll *voluntarily* in the Cal-SAFE Program include ALL of the following:

- The male or female student is an expectant parent, custodial parent, or noncustodial parent taking an active role in the care and supervision of the child.

- The student is eighteen years of age or younger (there is no minimum age).

- The student is enrolled in a public school education program and working toward a high school diploma or its equivalent.

The *expectant parent* is a female who is pregnant or a male who voluntarily identified himself as the parent of an unborn child and who meets the eligibility criteria (*Education Code* Section 54743 [h]). The statute does not require a doctor's verification of pregnancy for enrollment in the Cal-SAFE Program. Voluntarily declaring himself as the father of an unborn child is sufficient for a teen male to enroll in the Cal-SAFE Program if he meets eligibility requirements. Self-declaration of paternity may have implications for any future court proceedings on child support or other paternity issues.

The *custodial parent* is the parent who has physical custody of the minor child (*Family Code* Section 3800). A custodial parent in the Cal-SAFE Program generally is the birth mother who is the primary caregiver of the minor child(ren). However, a teen father might be the custodial parent but usually has established himself as the custodial parent through the legal process.

The *noncustodial parent* is the birth parent who does not have physical custody of the minor child. Statistically, most noncustodial parents are adult men who are not eligible for the Cal-SAFE Program. However, it is important that young men who are the noncustodial parents and who meet eligibility requirements have access to the same types of support services as teen mothers. The birth mother is only infrequently the noncustodial parent. A boyfriend or girlfriend of the custodial parent, regardless of the degree of participation in the care and supervision of the child, is not eligible to enroll in the Cal-SAFE Program as the noncustodial parent. The degree of participation of the noncustodial parent in caring for and supervising the child is not defined by statute. It

can vary from limited to a high degree of participation depending on the following factors:

- Relationship between the birth parents themselves and their families

- Living arrangements and distance between the birth parents' homes

- Age of the noncustodial parent, which can determine ability to have part-time employment and a driver's license

- Time commitments such as extracurricular activities

- Goals and life expectations of both birth parents

- Support systems that are available, accessible, and affordable

A student may not be denied initial or continuous enrollment for any of the following reasons (*Education Code* Section 54747 [d]):

- The student has had multiple pregnancies.

- The student has more than one child.

- The student's eligibility changed from pregnant to parenting.

Students Reaching Age Nineteen

A student is eligible for voluntary enrollment in the Cal-SAFE Program until graduation from high school as long as eligibility requirements are met. An enrolled eighteen year-old student who turns nineteen without earning a high school diploma or its equivalent may continue enrollment in the Cal-SAFE Program for one additional semester if she/he has been continuously enrolled in the Cal-SAFE Program since before her/his nineteenth birthday (*Education Code* Section 54747 [e]). For example, an enrolled student who has her/his birthday in March is eligible to receive Cal-SAFE funded services through the next fall semester. A student enrolled in the spring semester who turns nineteen after the end of that semester would be considered an enrollee in the fall semester. Therefore, the additional semester would be the next spring semester.

Students' Special Circumstances

Students in special circumstances, as detailed below, are eligible for enrollment in the Cal-SAFE Program.

Special Education Services
A student having an Individualized Education Program (IEP) and who meets eligibility requirements for the Cal-SAFE Program may enroll in the program. The

student continues to receive services identified in the IEP in addition to the Cal-SAFE services as long as she/he is enrolled in the Cal-SAFE Program and has an active IEP (*Education Code* Section 54747 [b]). Special education students who meet the eligibility requirement may participate in the Cal-SAFE Program until age twenty-two years.

Undocumented
All students who are residents of the LEA service area and who meet eligibility requirements are eligible to enroll in the Cal-SAFE Program.

Very Young Students (Elementary/Middle School)
One of the biggest challenges for the schools is serving very young expectant and parenting students who may be enrolled in the elementary or middle schools. The *Title IX Education Amendments of the 1972 Regulations* prohibit discrimination against students because of their pregnancy status regardless of age. Although the number of expectant and parenting students age fourteen years or younger is small, they are entitled to a quality education program. The Cal-SAFE program coordinator needs to work with the student's teacher and school administration to design a program that keeps the student educationally on track in a supportive environment. Possible implementation strategies include inclusion, as appropriate, in home school instruction or creation of a separate program through adult education or an alternative school for pre-high school students. A very young student mother may be the victim of child abuse. Since educators are mandated reporters for child abuse, it is important for them to follow the LEA's reporting procedures, as necessary.

Activity:
Meet with principals of middle and elementary schools and program directors of special education and other specialized programs to ensure they are aware of the CAL-SAFE Program's benefits for eligible students, Coordination between the CAL-SAFE Program and other programs is critical to ensure there are no gaps or duplication of services for the students or child(ren).

Enrollment of Nonexpectant/Nonparenting Students

Nonexpectant or nonparenting students may participate at the child care site if it is used as a laboratory for parenting or related courses offered by the LEA funded to operate a Cal-SAFE Program (*Education Code* Section 54746 [c] [7]). However, a student who wants to work in the child care site for elective class credit would not be able to do so because his/her participation would not be part of a parenting or related course. When deciding whether or not to offer the child care center as a laboratory, the child care site supervisor must consider the following:

- Cal-SAFE Program students have priority.

- Students may not count in the adult/child ratio.

- Children need continuity of care, which may be a problem with students in the child care site for only one class period daily.

The parenting education class, though open to all students, may consist of only Cal-SAFE Program students. However, if class enrollment consists of both enrolled and never-enrolled students in the program, the teacher needs to remember the following requirement: the curriculum and instructional strategies must meet the needs of parenting students as well as of those who may be future parents.

Children of Enrolled Cal-SAFE Program Students

Enrolled students may voluntarily enroll their children in child care and development services funded by the Cal-SAFE Program. There is no minimum age for enrollment, but infants must have a release from the pediatrician before enrollment. The average age of the infant for initial enrollment is between four to six weeks. Each child must have a health evaluation form signed by a physician, or his or her designee, before the child is allowed on the school campus or is enrolled in the child care and development program (*Education Code* Section 54746 [c]).

The child of a Cal-SAFE student is eligible for child care funded by the Cal-SAFE Program until the age of five years or until the child is enrolled in kindergarten, whichever occurs first. However, the teen parent must first be enrolled in the Cal-SAFE Program for the child to be enrolled.

As the Cal-SAFE Program serves the "school age family," all eligible children of an enrolled parent must be served if child care is needed. If a child care center is able to serve only infants and toddlers, but child care is needed for a child age three or four years, it is the responsibility of the Cal-SAFE Program to work with the teen parent to locate appropriate child care until that child reaches age five years. Child care for the older child may be subsidized through the Cal-SAFE Program as long as the child is eligible. However, the child care provider serving the older child must meet Cal-SAFE Program requirements (Refer to Chapter 7, "Child Care and Development Services," for more information).

Chapter 3

County Service Coordination Plan

The County Service Coordination Plan (CSCP) is a tool that brings together organizations, agencies, and programs serving expectant parents or teen parents and their children. The CSCP should accomplish the following tasks:

1. Determine areas of unmet need for program services.

2. Coordinate existing services.

3. Identify gaps and overlaps in services.

4. Propose strategies that address the service needs.

It is the intent of the California Legislature that communities implementing new programs or initiatives connect with existing program strategies and build upon existing local collaborations, when possible, to provide a unified integrated system of service for children and families (*Education Code* Section 54744 [a]).

In counties with active Cal-SAFE Programs, the county office of education (COE) is responsible for the development and annual review of the CSCP (*Education Code* sections 54744 [b] and [f]). Although the COE has the responsibility for development and the annual review, all LEAs operating a Cal-SAFE Program must provide assurance of its participation in the development and review of the CSCP as described in *Education Code* Section 54744 and respond to the eight elements required by statute. The CDE sends a letter and guidelines to the Cal-SAFE Program county contact person and a reminder to the Cal-SAFE Program coordinators of their required participation in the CSCP Annual Review document that is due to the CDE in the fall.

Steps for Development of the County Service Coordination Plan

Existing LEAs operating the Cal-SAFE Program developed their CSCP in 2000. Thus, only new Cal-SAFE Programs operating in a county without a CSCP need to develop a new plan. Counties with existing Cal-SAFE Programs may proceed to the next section, "Steps for Annual Review of the County Service Coordination Plan."

Suggested steps for developing a CSCP are as follows:

1. The county superintendent of schools designates a county office Cal-SAFE Program contact person.

2. The county office Cal-SAFE Program contact person convenes the initial and subsequent CSCP meetings with the county partners. In accordance with

Education Code Section 54744 (b), the following agencies are required to participate:

- Adolescent Family Life Program (AFLP)
- Cal-Learn Program
- LEAs operating a Cal-SAFE Program
- Local child care planning council

Examples of additional partner individuals, agencies, and programs include, but are not limited to, the following:

- Adoption agency
- Adult parent of enrolled student
- Child care agency outside the funded LEA that serves enrolled children of teen parents
- Clinic providing reproductive health services
- County health department
- County or city elected official
- Foster youth program serving expectant and parenting teens
- Healthy Start
- Job Training Partnership Act (JTPA) agency
- Male involvement program
- March of Dimes
- Medical professional, such as an obstetrician-gynecologist (OB-GYN), pediatrician, mental health professional, school nurse or health educator
- Postsecondary transitional program
- Prenatal and childbirth delivery class
- Women, Infants, and Children (WIC) Supplemental Nutrition Program
- Teen parent enrolled in Cal-SAFE Program
- Teen recreation program
- Women and children's crisis center (e.g., prevention and support programs for violence programs, rape, and child abuse)
- Youth legal advocate
- Representatives of other appropriate community programs and agencies

The meeting will provide an opportunity for the entities noted above to come together and share the accomplishments and challenges that they encounter while trying to provide the best services to expectant and parenting teens and their children.

In preparation for the CSCP meeting, participants should complete a review and self-evaluation of existing services and unmet needs relevant to serving expectant and parenting teen families and examine *Education Code* sections 54740 through 54749.5. Participants may find the following actions helpful in completing the CSCP:

- Refer to the [Program Matrix](#)[5] comparing Cal-SAFE, Early Head Start, AFLP, Cal-Learn, and Even Start Programs.

- Review the [Venn Diagram](#)[6] available on the California Alliance Concerned with School Age Parenting and Pregnancy Prevention (CACSAP) Web site.

- Examine the ways in which an individual agency's services can enhance the CSCP goals for the county. Review Cal-SAFE Program goals (*Education Code* Section 54742 [b]) to prioritize goals to be achieved.

- Include in the CSCP, at a minimum, all of the following information specified in *Education Code* Section 54744 (c):

  1. *Incidence of live births to teen mothers*
     Record the total number of live births to teen mothers eighteen years of age and younger by ZIP code for the last two years for which data are available. List ZIP codes in ascending order.

  2. *Incidence of expectant and parenting students receiving welfare aid by ZIP code*
     This can be demonstrated by identifying the number of Cal-Learn participants.

  3. *Incidence of low birth weight infant(s) born to teen mothers by ZIP code*
     Provide data for at least two years. This information can be obtained from the [California Department of Health Services, Vital Statistics Section](#).[7]

  4. *All educational alternatives for expectant and parenting students*
     Identify the educational settings that serve expectant and parenting students, male and female, in your county.

  5. *Child care and development resources for the children of teen parents*
     Identify, by school attendance area, all child care resources that are currently available to care for the children of student parents while they attend school. Remember that children are eligible for Cal-SAFE services from birth until age five or the child is enrolled in kindergarten, whichever occurs first, as long as the student parent is enrolled in the Cal-SAFE Program (*Education Code* Section 54746 [c] [2]).

  6. *Public and private resources providing support services necessary for expectant and parenting students to achieve academically*
     Make a list of the identified county resources that support the academic success of expectant and parenting students.

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[5] http://www.cde.ca.gov/ls/cg/pp/progmanagement.asp
[6] http://www.cacsap.org/resources/venndiagram.pdf
[7] http://www.applications.dhs.ca.gov/vsq/

7. *Gaps and overlaps in educational and support services for expectant and parenting students and their children*
   Identify services that are not available, accessible, or affordable for expectant or parenting students and their children.

8. *Proposed strategies to address identified gaps and overlaps in services*
   Determine how the Cal-SAFE Program interfaces with community resources to provide necessary educational and support services to enrolled students and children and how these strategies promote Cal-SAFE Program goals.

- Determine which data collection sources will be used and identify the source document used. Examples include, but are not limited to, the following:

  1. [CDE's DataQuest][8] for county dropout rate

  2. [CDE's DataQuest][9] for dropouts as a percentage of enrollment (grades nine through twelve) in California public schools by county district and ethnic group

  3. Live births by age of mother, by county, and ZIP codes - information annually provided by the CDE in the fall

  4. Live births by birth weight of child, provided by the Center for Health Statistics, and birth records available from the local public health department

  5. [First 5 California Geographic Information System][10] (GIS)

- Disseminate a copy of the CSCP to superintendents of LEAs operating a Cal-SAFE Program and to other partner agencies.

Steps for Annual Review of the County Service Coordination Plan

The county office Cal-SAFE Program contact person needs to facilitate review of the CSCP at least a once a year with the county partners. This may be accomplished through a face-to-face meeting, telephone, e-mail, or postal mail.

1. Participating in the CSCP review includes the county superintendent of schools, in conjunction with superintendents of school districts and partner agencies listed in the previous section.

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[8] http://data1.cde.ca.gov/dataquest/
[9] http://data1.cde.ca.gov/dataquest/
[10] http://www.ccfc.ca.gov/research.htm

2. In preparation for the meeting, participants should review the CSCP in order to identify any changes in services of the program(s) they represent. Add additional information related to other services in the county to expectant or parenting students.

3. The CSCP Review Committee members need to review the list of partners and services offered and make updates and changes.

4. Review the original CSCP and any updates. Determine whether geographical features, economic factors, or population distributions influence available educational options and services for these young families.

5. Update the plan as needed.

6. Submit the original and one copy of the CSCP Annual Review to the CDE by the due date established by the CDE. The review must include:

   - A copy of the updated or modified components, if changes are made

   - A description of the process used for review of the CSCP

   - Documentation of LEAs and partner agencies and organizations participating in the review process (e.g., meeting sign-in sheets, telephone log, e-mails, signature sheet, or other similar records)

7. Disseminate a copy of the revised plan to superintendents of school districts within the jurisdiction of the county operating a Cal-SAFE Program and to other CSCP partner agencies upon request.

Activities:
Complete one or more of the following activities, as needed:
1. Review Cal-SAFE Program files to ensure there is a copy of the original CSCP and subsequent reviews. If they are missing, obtain copies from the county office of education Cal-SAFE Program contact person.

2. Compare live birth information for your LEA, available online from First 5 California Geographic Information System[11] with information from prior years. Determine if there is an unmet need to be addressed.

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[11] http://www.ccfc.ca.gov/research.htm

Chapter 4

Organizational Structure And Staffing

The goal of the Cal-SAFE Program is to provide necessary services to the school age family in a supportive, accommodating learning environment. There is no one model for implementing the Cal-SAFE Program as services are provided in various types of educational settings and each community has different resources. To the greatest extent possible, the program must be flexible in delivering supportive services to meet the needs of the students and their children rather than requiring the student family to meet the needs of the educational system. This chapter emphasizes practices and procedures required by statute, highlights the importance of cultural competency, describes service delivery model options for the Cal-SAFE Program, discusses the expectations and roles of various levels and categories of LEA employees and other service providers, and explains the importance of linkages with various LEA site and districtwide committees.

Required Practices and Procedures

Provisions for implementation and administration of the Cal-SAFE Program are specified in *Education Code* Section 54745. Key requirements are highlighted in categories as listed below:

Voluntary participation
The Cal-SAFE Program is not a mandatory program. An LEA voluntarily operates the program, but those LEAs implementing the program must meet statutory and regulatory provisions. An LEA that terminates its Cal-SAFE Program may reapply to establish a Cal-SAFE Program in a future funding cycle. Students and their children enroll on a voluntary basis.

Required governing board support
The governing board of an LEA operating a Cal-SAFE Program is required to adopt a policy or resolution declaring its commitment to provide a comprehensive, continuous, community-linked program for expectant and parenting pupils and their children that reflects the cultural and linguistic diversity of the community. Contact your CDE Cal-SAFE Program consultant or the California School Boards Association for a sample board policy on the Cal-SAFE Program.

Program implementation
The Cal-SAFE Program is funded as a single program to be operated at one or multiple sites, depending upon the need in the service area. Students may be enrolled in several schools, and support services may be provided at multiple schools sites. The number of child care sites may be more limited, depending on the number of children served.

Academic instructional program
To implement a Cal-SAFE Program, the funded school district or county office of education shall meet **all** the following criteria:

1. Comply with the regulations adopted pursuant to *Title IX of the Education Amendments of the 1972 Regulations*. (Refer to Chapter 5, "Enrolling the School Age Family," for additional information.)

2. Ensure that enrolled students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll. School placement and instructional strategies must be based upon the needs and styles of learning of the individual student. The classroom setting is the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student parent, child, or both.

3. Enroll students in the Cal-SAFE Program on an open-entry and open-exit basis.

4. Provide a quality education program to students in a supportive and accommodating learning environment and with appropriate classroom strategies to ensure school access and academic credit for all work completed.

5. Make maximum use of available programs and facilities to serve expectant and parenting students and their children. Cal-SAFE Program students are entitled to participate in any program for which they are eligible. These programs vary and include school bus transportation, school breakfast and lunch program, No Child Left Behind Act (NCLB), Gifted and Talented Education (GATE), science lab classes, school libraries, and others.

6. Provide parenting education and life skills instruction to enrolled students. The instructional strategy (e.g., school classroom, independent study, special project, community program) should meet the needs of the student. For example, a student who needs to enroll only in required academic courses in order to graduate could be provided parenting education instruction through a special project or a community hospital program. (Refer to Chapter 6, "Student Support Services," for additional information.)

7. Provide staff development and community outreach to establish a positive learning environment and school policies supportive of expectant and parenting students' academic achievement and to promote the healthy development of their children.

School support services
An in-depth discussion on student support services is presented in Chapter 6, "Student Support Services." Chapter 7, "Child Care and Development Services," provides necessary information on serving the children of enrolled Cal-SAFE

Program student parents. The Cal-SAFE Program is required to provide the following support services at no charge to the enrolled student family:

1. Provide special school nutrition supplements, as defined by subdivision (b) of *Education Code* Section 49553, to pregnant and lactating students. These supplements are an allowable expenditure for the Cal-SAFE Program (*Education Code* Section 54746 [b] [6]). However, nutritional meal supplements may be provided to any enrolled student and funded by Cal-SAFE Program support services funding. Flexibility is allowed on *how* the supplements are provided. They may be provided by the school food service program or created by the students as part of a nutrition education program or any other strategy that meets the needs of the students and the program.

2. Make maximum use of its local school food service program. The school food service programs are an excellent resource for supporting the nutritional needs of the students and their children.

3. Provide a quality child care and development program for the children of enrolled teen parents located on or near the school site.

Community linkages
The LEA must participate in the development and the annual review of the County Service Coordination Plan, which will assist staff in learning about appropriate community resources for students and children. (Refer to Chapter 3, "County Service Coordination Plan," for more information.) Cal-SAFE Programs may enter into formal partnership agreements with community-based organizations and other governmental agencies to assist pupils in gaining access to support services or to provide child care and development services. Statute requires Cal-SAFE Programs to coordinate, to the maximum extent possible, with case managers of the Cal-Learn Program and the AFLP in order to avoid duplication of services. More information about Cal-Learn and AFLP Programs is available in Chapter 6, "Student Support Services."

Program administration
Program administration must meet the following two requirements in statute:

1. An annual program budget and expenditure report must be maintained to document that Cal-SAFE Program funds are expended according to *Education Code* Section 54749. (For assistance in budget development and use of the Cal-SAFE Program funding, refer to Chapter 8, "Fund Management.")

2. A school district or county superintendent of schools operating a Cal-SAFE Program is required to participate in the data collection and evaluation of the program. Each LEA must establish and maintain a database in the manner and

form prescribed by the CDE for purposes of program evaluation. Refer to the Cal-SAFE Program Evaluation Start-Up Guide 2002-2003[12] for assistance.

Program continuation

The CDE will review each funded agency to determine progress toward achieving the goals listed in *Education Code* Section 54742 in order for the LEAs to continue implementation of the Cal-SAFE Program beyond the initial three years of funding. Thereafter, funded agencies are reviewed and reauthorized every five years (*Education Code* Section 54745 [a] [7]).

Activities:

Complete one or more of the following activities, as needed:

1. Contact the appropriate staff person(s) at all school sites to ensure that all eligible expectant and parenting students are offered Cal-SAFE Program services.

2. Talk with students to ensure that they are receiving a quality educational program and participating in school programs (special education, GATE, English learner, and others) that provide services for which they are eligible.

3. Provide staff development for certificated and classified staff on how the CAL-SAFE Program supports expectant and parenting students to achieve academically at all school sites where CAL-SAFE Program students are enrolled.

4. To learn more about the various food programs and nutrition information materials available through the CDE, type "food services" in the search blank on the California Department of Education[13] Web page.

Cultural Competency

"Youth who face prejudice and discrimination by virtue of their identity, life experience, or family circumstances disproportionately experience teen pregnancy and HIV/STI infection" (Adolescent Sexual Health and the Dynamics of Oppression: A Call for Cultural Competency.[14] Discrimination may happen because of race, age, religion, socioeconomic class, immigration status, or sexual orientation. The LEAs operating a Cal-SAFE Program are required to have a policy or resolution approved by the governing board in support of implementing a program that reflects the cultural and linguistic diversity of the community (*Education Code* Section 54745 [b] [1]).

Cultural competency[15] goes beyond *cultural knowledge* (familiarity with cultural characteristics and beliefs of a particular ethnic group through study), *cultural awareness* (understanding and relating to another ethnic group through personal experience), and *cultural sensitivity* (knowing that cultural differences and similarities

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[12] http://www.branaghgroup.com/calsafe/index.html

[13] http://www.cde.ca.gov/index.asp

[14] http://www.advocatesforyouth.org/publications/iag/oppression.pdf

[15] http://cecp.air.org/cultural/Q_howdifferent.htm

exist without assigning a value such as right or wrong). It is a long-term development process, which allows a system or a professional to work effectively in cross-cultural situations. The knowledge, attitudes, and skills in working with persons of cultures different from one's own are translated by a culturally competent person into policies, practices, and interactions with others that increase the quality of education provided to *all* students and children.

Expectant and parenting teens may experience prejudice and discrimination in both school and access to community services because of the young parent's age, race, socioeconomic group, or differing value system of educators and community service providers. Cal-SAFE Program staff members need to understand the impact of discrimination on teens, assess the needs and assets of youths within a cultural framework, and offer a culturally competent program to empower the students. Advocates for Youth[16] is one organization that provides multiple resources to support culturally competent programs for youths, including fact sheets, a leader's guide, and lesson plans on its Web page. The Search Institute prepared 40 Developmental Assets for Adolescents,[17] a document on helping youths to grow up to become healthy, caring, and responsible. The organization blended the literature on child development to develop a set of assets for other age groups: 40 Developmental Assets for Infants[18] and 40 Development Assets for Toddlers.[19]

Activities:
Complete one or more of the following activities, as needed:
1. Explore your own cultural values and beliefs in relationship to cultural heritage, sexual orientation, religion, gender roles, and biases.

2. Observe the classroom and child care facility, the interactions between staff with students and children, and the curricula to assess the degree of cultural competency being practiced.

3. As necessary, implement staff development training to increase the cultural knowledge, awareness, and sensitivity of school personnel so that they learn and practice cultural competency with those with whom they work.

4. Review curricula and learning materials in the classroom and child care center to ascertain whether they are supportive of cultural differences and are free from stereotypes and prejudice.

Service Delivery Models

As stated earlier in this chapter, there is no single service delivery model for implementing the Cal-SAFE Program. The statute states that the LEA is funded as one

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[16] http://www.advocatesforyouth.org/culturalcompetency.htm

[17] http://www.search-institute.org/assets/forty.htm

[18] http://www.search-institute.org/assets/infants.html

[19] http://www.search-institute.org/assets/toddlers.html

program to be operated at one site or multiple sites depending upon the need within its service area (*Education Code* Section 54745 [a] [3]). Thus, students eligible for enrollment in the Cal-SAFE Program may be enrolled in one or more types of schools such as the comprehensive school, continuation education school, adult education, or other program or school. It is important to serve the students in their home school rather than require them to transfer to another location to receive services. A site leader is designated as the key contact person at a particular site and serves as a liaison between the school and the Cal-SAFE Program for student identification, enrollment, and provision of support services.

Depending upon the service level of the program and the cost-effectiveness of the implementation strategies, a child care center funded by the Cal-SAFE Program may be offered in one or multiple locations. If it is impossible for students to attend their school of choice and use the child care center, the Cal-SAFE Program staff needs to explore other options near the students' school of enrollment. The program can pay for child care for the enrolled children at either another center program or at a family day care network. (Refer to Chapter 7, "Child Care and Development Services," for more information.)

Organizational Structures

Statute does not specify the organizational structure for implementing the Cal-SAFE Program. Instead, school placement and instructional strategies are based upon the needs and styles of learning of the individual student (*Education Code* Section 54745 [c] [2]). Several options are described below.

1. Mainstreaming
   Regular middle and senior high schools, as well as alternative schools, usually mainstream students so that they move from class to class in order to receive specialized instruction. Cal-SAFE Program students who remain enrolled in their home school of attendance are more likely to remain on track for earning graduation credits in a timely manner. Also, participation in science laboratory and advanced classes will prepare students to transition to postsecondary schools.

2. Self-contained classroom
   Self-contained classrooms are found mostly at the kindergarten through sixth-grade levels where students receive instruction in a single classroom from one teacher. At the secondary level, there are several situations in which expectant and parenting students may benefit from being in a self-contained classroom which has a curricula comparable to that of the regular school. Examples include, but are not limited to, the following:

   a. **Safety and comfort for students in the last months of pregnancy**
      Some pregnant students in their last months may be more successful in a self-contained classroom as they may not be physically able to use typical school desks or may not feel safe during passing time between classes.

This option must be voluntary on the student's part and should not be implemented automatically for all pregnant students.

b. Breast-feeding and bonding with the infant upon returning to school
The new mother needs an opportunity to breast-feed and bond with her infant during the school day. Depending on the culture of the school, this goal may be achieved if the mother returns to the mainstreamed school program. However, if school policy and practice pose barriers for mainstreaming, the self-contained classroom may be used on a short-term basis. Continued participation in the self-contained classroom must be the teen mother's choice, and she should care for her child in the child care facility rather than bring the infant into the academic classroom.

c. Students returning to school
Students who become pregnant after they drop out of school frequently understand the need for an education once they become parents. Those students may be far behind in their credits and therefore not performing at grade level. Requiring them to attend mainstreamed classes could be setting them up for failure. One option would be to provide them with targeted instruction and tutoring in the self-contained classroom. Upon earning increased credits, they are better prepared for the traditional school program. Participating in a self-contained classroom is the student's choice and should be based upon her needs and learning styles.

3. Home and Hospital
Any student with a temporary physical, mental, or emotional disability, which prohibits attendance in the regular day classes or alternative school program in which the student is enrolled, shall receive individualized instruction through the Home and Hospital Program[20] (*Education Code* Section 48206.3). The district in which the home or health facility is located provides the instruction, and the goal is to maintain the student's former level of performance while she recovers. Cal-SAFE Program students are eligible for this program when pregnancy requires bed rest or recovery from a difficult delivery as well as when they experience other temporary disabilities (e.g., illness and injury).

4. Adult Education
Adult education[21] provides educational opportunities for the adult learner in a variety of programs. A high school student may be concurrently enrolled in adult education classes only to supplement and enrich the student's educational experience or to allow the student to make up deficient credits needed for high school graduation. However, any minor, regardless of age, who is pregnant or parenting his or her children may enroll in any adult education courses or classes. The attendance of these students is counted

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[20] http://www.cde.ca.gov/sp/eo/hh/
[21] http://www.cde.ca.gov/sp/ae/

for adult education apportionment purposes (*Education Code* Section 52610.5). This program may be appropriate for students with credits below grade level as the graduation requirements are different for adult education. The parenting education course taught in adult education may also be appropriate for Cal-SAFE Program students, particularly if instruction is not available in the secondary school program.

Strategies for Incorporating Flexibility

Regardless of the organizational structure, a flexible system that meets the needs of the young family is important rather than requiring expectant and parenting students and their children to fit into a rigid system in order to receive services. This goal needs to be achieved within the authority of existing statutes. However, some strategies may differ from existing LEA procedures. Therefore, discussion and compromise may be required between the Cal-SAFE Program staff and the site and district level administration. The following strategies may be ones to consider when incorporating flexibility into the educational program.

1. Issuing Partial Credit
   Education Code Section 54745 (c)(4) states that "students in the Cal-SAFE Program will receive academic credit for all work completed." This requirement is to ensure that a student does not lose a semester or entire year due to absences related to childbirth and care of his or her child. Competency-based instruction is an option where credits are awarded based upon mastery of the material rather than on attendance and seat time. This strategy will be more successful with highly motivated students as students must work more independently. If students need more structure, it could take individual students longer to complete the work. Alternative schools frequently issue partial credits since they often divide the school semester into six-week sessions. Students may enroll at the beginning of any session and earn credits for each session. However, this strategy may also work in the comprehensive school depending on the support of the LEA administration.

2. Adjusting the Time of the School Day
   Pregnant mothers experiencing morning sickness and parenting students coping with infants and small children often find it difficult, if not impossible, to be at school by 7:30 a.m. By offering the option of starting school later and ending school later, these students have increased support to attend school. The school buses that transport elementary and secondary students to traditional schools can be used to make a later second run to transport the Cal-SAFE Program students. The buses would also make a second run after school to pick up the Cal-SAFE students to transport them home. The LEA should consider all options for altering the school day in order to support expectant and parenting students to attend and succeed in school.

3. Changing Attendance Policies
   Although not in statute, schools often have an attendance policy that denies students any credit in class if they are absent for a given number of days, frequently 15 days, in a semester. This policy is a barrier to school participation for pregnant students who are absent due to childbirth and parenting students who are caring for a sick child. According to *Education Code* Section 48205 (a) and (b) students who are absent due to the illness or medical appointment of the student or child are not considered truant. In these cases students must be allowed to complete all assignments and tests missed during the absence within a reasonable period of time and receive full credit for this work.

4. Using Independent Study
   Independent study is an alternative instructional strategy to the classroom instruction used in grades kindergarten to adult. It addresses an individual student's needs and styles of learning and must be equal or superior in quality to classroom instruction. This strategy may be used in alternative or traditional schools and must be implemented with a written agreement between the certificated teacher, student, and adult parent if the student is a minor. Students participate on a voluntary basis and are most successful when highly motivated to learn. The Cal-SAFE Program should coordinate with the existing independent study program if it is implemented in the LEA. The Independent Study Operations Manual[22] provides detailed information on implementing independent study, a single copy may be downloaded for personal or classroom use from the Web site.

Cal-SAFE Program Staffing Considerations

There are no specified educational or credentialing/licensing requirements for staff working in a position funded by the Cal-SAFE Program except for those working in the child care center and those teaching academic classes in a self-contained classroom. When staffing the program, the school administration must consider the characteristics of the student population, program size, budget, community resources, and current and potential new staff in terms of existing workload, experience, qualifications, and commitment to the program.

Desirable Characteristics of Staff
Adults working with expectant and parenting students, regardless of the staff person's job title or job description, should have abilities and qualities that are associated with outcomes related to academic success. For students to achieve academically, staff must be carefully selected. The staff member should not be selected merely because the teacher has an open class period or a hiring decision justified by assuming that the person is qualified solely because he or she has children. Parenting one's own children is totally different from teaching parenting education or working with expectant or parenting students. The staff member cannot

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[22] http://www.cde.ca.gov/sp/eo/is/

be a "substitute" parent who makes decisions for the student. Cal-SAFE Programs demonstrating high student and child achievement of program goals have staff members who are worthy role models and with most, if not all of the following desirable characteristics:

1. Knowledgeable about adolescent and child development

2. Nonjudgmental, genuinely empathetic, and focused on young people's strengths, especially those in challenging life situations, in order to support them in meeting high expectations

3. Knowledgeable and comfortable in discussing age-appropriate reproductive health issues, including childbirth, with students

4. Trusted and respected by peers, students, and the students' parents

5. Creative and flexible

6. Self-directed, self-motivated, and reliable

7. Positive interpersonal, communication, and listening skills to work with students, colleagues, and community

8. Ability to facilitate students' learning and the practice of good decision-making and problem-solving skills

9. Familiar with community values and resources

10. Skill and willingness to act as an advocate for expectant and parenting students and their children at all levels

Cal-SAFE Program Positions
Appropriate staffing is important. To make program implementation smooth and communicate clearly with the appropriate program staff persons, the CDE Cal-SAFE Program developed specific job titles and primary responsibilities for the program coordinator, program leader, site leader, and county office of education contact person. These titles usually do not align with the job titles and descriptions approved by the LEA governing board. However, it is important that the Cal-SAFE Program job titles are used in applications and other communications sent to the CDE. **If any staff member noted below has other job responsibilities, his or her salary must be prorated based upon the percentage of time dedicated to Cal-SAFE Program responsibilities.**

- Program Coordinator
  The program coordinator is the primary contact between the CDE and LEA implementing a Cal-SAFE Program. A major responsibility for this position is the sharing of information with other staff persons, including the program leader and child development staff, regarding deadlines, budgets, training opportunities, and other information. The staffing structure for this position may vary between LEAs. A person in this position may be hired to oversee only the Cal-SAFE Program or may also have other responsibilities, such as being a school principal, part-time teacher, counselor, or child care director. An individual at the administrative level who is the program coordinator is better able to promote and gain support of the Cal-SAFE Program within the administrative structure. Regardless of the level of the staff position, the program coordinator needs to be knowledgeable about LEA policies and operational procedures, as well as proficient in meeting deadlines.

- Program Leader
  The program leader is responsible for implementing the Cal-SAFE Program and may or may not be the same individual as the program coordinator. Suggested activities for this position are overseeing the day-to-day operation of the program, including maintaining the student enrollment process; acting as an advocate for the Cal-SAFE Program within the LEA and community settings; ensuring the GradStar data is reported in a timely manner; and conducting staff development activities. If the program leader and program coordinator are two individuals, they must work closely together in making program decisions, developing the budget, and meeting deadlines. Depending upon the program leader's responsibilities, this position would require someone with strong leadership and interpersonal skills and the ability to work on multiple tasks at one time.

- Site Leader
  The site leader has primary responsibility for implementation of the Cal-SAFE Program at one particular site. When the Cal-SAFE Program operates at more than one school site, a designated contact person at *each* site is essential. Responsibilities might include being the contact for students to enroll in the Cal-SAFE Program, providing information on the program to all site staff, assisting with data collection at the site, and overseeing the provision of support services to students. The site leader probably has other responsibilities and may be a school nurse, counselor, administrator, teacher of any subject matter, child care center teacher, or classified staff member. If the Cal-SAFE Program child care is located at the school site, the child care site supervisor frequently is also the site leader. This person must be knowledgeable about the Cal-SAFE Program.

- County Office of Education Cal-SAFE Program Contact Person
  The county office of education (COE) Cal-SAFE Program contact person is designated by the county superintendent of schools to, at a minimum, facilitate the development and annual review of the County Service Coordination Plan (CSCP). Although Cal-SAFE Program funding is not provided to develop the CSCP, statute assigns the responsibility for the development and annual review to the COE. The COE contact person varies from county to county. Some counties include this activity as part of the work of the local child care planning council, and other counties have the work done by a certificated staff member. The person performing the work must understand the Cal-SAFE Program, be familiar with community resources, and have strong facilitation skills.

- Student Support Services Providers
  A Cal-SAFE Program may provide student support services by utilizing LEA services funded by other sources, using Cal-SAFE Program funds to purchase allowable services provided by LEA staff, and referring to or contracting with community resources. Many Cal-SAFE Programs use the services of school nurses, counselors, clerical staff, bus drivers, and others. If these services can be accessed at no cost to the Cal-SAFE Program, Cal-SAFE funds are then available to meet other program needs.

  Those services the program pays for must be allowable as specified in *Education Code* Section 54746 (b) and prorated to the appropriate budget (student support services or child care) based upon the proportion dedicated to Cal-SAFE Program students and children. For example, a Cal-SAFE Program has an intra-agency agreement to pay for 20 percent for a school nurse to work with the students and children one day a week. If the nurse spends one-half day with the students teaching childbirth preparation and the other one-half day with the children doing well-baby checks, his or her time would be prorated 10 percent to the student support budget and 10 percent to the child care budget. A similar situation might occur when the program must pay for school bus transportation. The cost would be pro-rated between the two budgets based upon the average number of students and children using the service.

  Community support services staff must meet the qualifications required by the position. The Cal-Learn and AFLP case managers must meet the requirements in their respective programs and generally have a background in either social work or public health nursing. Because the Cal-SAFE Program may contract for student support services or child care, the Cal-SAFE Program coordinator has the responsibility to verify that staff members are adequately qualified.

- Child Care Center Staff
  The *Education Code* and Title 5 of the *California Code of Regulations* specify the qualifications and responsibilities of child care center staff. An in-depth description may be found in Chapter 6, "Child Care and Development Services."

- Volunteers
  Volunteers in the Cal-SAFE Program may be adult parents of enrolled students, foster grandparents, or other adults. They are a valuable resource for working with both the students and children. The Cal-SAFE Program must adhere to the LEA-approved policy for volunteers. (Refer to Chapter 6, "Child Care and Development Services," for additional information regarding the use of volunteers in the child care center.)

Role of Other LEA Staff

All site and district-level staff members contribute to creating a supportive and accommodating learning environment for Cal-SAFE Program students. Depending on the school, some staff may hold values and ideals that are not supportive of expectant and parenting students attending the school. In those situations, the challenge of the Cal-SAFE Program coordinator or leader is to work with site administration in implementing strategies supportive of the Cal-SAFE Program students. The quality of the relationship between the Cal-SAFE Program staff members and other LEA staff members can affect a student's chance to succeed.

- Site Administration
  The site administration, usually the principal and vice principal(s), at all school sites need to be knowledgeable about the Cal-SAFE Program and aware of the challenges the enrolled student may encounter in obtaining a quality education. They have the authority to make changes at their individual sites to ameliorate problems that may arise. It is important to maintain communication and incorporate the Cal-SAFE Program into the total school culture.

- Academic Program Staff
  Teachers, both permanent and substitute, need to actively engage expectant and parenting students in learning. Statute is clear that instructional strategies be based upon the needs and styles of learning of the individual students, preferably in the classroom setting. Other instructional strategies, such as independent study or home and hospital, may be used to meet the needs of the individual student, child, or both if necessary (*Education Code* Section 54745 [c] [2]). Incorporating flexibility into the educational program will support students to achieve academically. Many of the students' attendance problems are due to the responsibilities and needs associated with pregnancy and parenthood. Strategies designed to provide opportunities for expectant and parenting students to meet graduation requirements might differ from those available to other students.

- Student Services Staff
  The student services staff consists of certificated personnel, such as the school nurse, guidance counselor, child welfare and attendance consultant, librarian, career-ROC/P counselors, and school social workers who provide services that augment the academic program. They are a valuable resource to assist the Cal-SAFE Program staff in meeting the needs of individual students and their children. They frequently will partner with the Cal-SAFE Program in conducting professional development training related to teen pregnancy for other school and district staff members.

- Classified Staff
  Do not overlook the relationship of classified staff such as attendance office clerks, clerical staff, cafeteria workers, classroom aides, liaison/outreach workers, health aides, and campus security with Cal-SAFE Program students. These staff members are key to implementing a successful program as they may interact with the students daily. It is important that they understand the Cal-SAFE Program goals, student needs, and the staff's role in supporting expectant and parenting students and their children to be successful. Examples of their responsibilities related to the Cal-SAFE Program could include, but not be limited to, recording student enrollments, drops, and transfers; taking roll and calculating a.d.a. information; obtaining and sending student transcripts and cumulative files; entering GradStar data; managing staff time sheets; typing, copying, or printing staff-requested information; preparing work permits; writing purchase requisitions and supply orders; preparing and serving meals and nutrition supplements, assisting teachers in the classroom, marketing Cal-SAFE Program to community partners; participating in student recruitment; and overseeing the safety of students and their children on the school site.

- District Office Staff
  Although the district office staff members may not interact with the Cal-SAFE Program students, they need to understand and support the program. Examples of important district offices to coordinate with will vary from LEA to LEA but generally would include the administration and offices overseeing attendance, personnel, budgeting and school finances, facilities, school transportation, purchasing, and the main telephone receptionist. The individuals and offices responsible for operational policies, responses to the public, and approval of services and purchases needed by the Cal-SAFE Program, are the key to a smooth and timely operation of the program.

- Governing Board
  The local governing board has the responsibility for establishing policies, including the adoption of a board policy or resolution that supports implementation of the Cal-SAFE Program. It is critical that the board

members understand the program's goals and implementation and receives periodic information on program results.

Staff Development
One of the basic principles of the No Child Left Behind Act of 2001 is an emphasis on using successful teaching methods. Cal-SAFE Program staff members should take advantage of opportunities to improve their professional skills and increase their effectiveness. Opportunities for learning may be available through a presentation by an invited speaker, classes at the community college, seminars by a community agency, workshops with peers in similar positions, or conferences presented by professional organizations such as the California Alliance Concerned with School Age Parents and Pregnancy Prevention (CACSAP)[23] or the Joint Special Populations Advisory Committee (JSPAC).[24]

All staff working with young families should be knowledgeable about the school's responsibility to provide an equal educational opportunity to expectant and parenting students and quality child care to their children. The student support services funds may be used to provide staff development and community outreach to establish a positive learning environment and school policies supportive of expectant and parenting student's academic achievement and to promote the healthy development of their children (*Education Code* Section 54745 [c] [11]). The use of these funds for in-service training must supplement, not supplant, existing resources in this area (*Education Code* Section 54746 [d]). The child care funds may be used to provide staff development to staff in the child care center (*Education Code* Section 54749 [c]).

If the Cal-SAFE staff member makes presentations to LEA staff or other adults, the presenter should take into account the nature of adult learners and build upon the extensive backgrounds and experience of the teachers and administrators in the audience. Cal-SAFE Program staff may make presentations on teen pregnancy issues to other LEA staff and in the community to church groups, city and county governing boards, the school board, community agencies, and other appropriate local groups.

Several Cal-SAFE Programs are implementing the teen panel format. Enrolled students and, if possible, an adult parent or nonenrolled father tell their individual stories regarding how early pregnancy and parenting has affected their lives. This strategy is effective as it brings faces to the statistics.

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[23] http://www.cacsap.org/
[24] http://www.casp.cc/jspac

ACTIVITIES:
Complete one or more of the following activities, as needed:
1. Prepare an informational packet on the Cal-SAFE Program to share with site staff. Include packets for each classification (e.g., administration, academic teachers, student services, and classified staff), informing staff members of their role in supporting academic achievement for expectant and parenting students on their campus.

2. Review program implementation strategies to determine whether services could be strengthened by using volunteers. Follow LEA-approved policies and procedure.

3. Exhibit information and student work from the Cal-SAFE Program in the administration building of the district or county office of education.

4. Present an annual report on the Cal-SAFE Program at a meeting of the school governing board highlighting student and child achievements.

5. Participate in the school site's Back to School Night and Open House by inviting students' families, community partners, LEA administration, staff at district level, and staff from other school sites.

Linkages with LEA Committees

Successful Cal-SAFE Programs do not operate in a vacuum but use a myriad of strategies to share information about the Cal-SAFE Program and needs of the enrolled students and children. Participation or sharing of information with members of the various LEA committees can bring about sustained support for the program. Although committees and their names vary among the LEAs, several of the major committees are highlighted below:

School Site Council
Schools that participate in school improvement programs are required to have a School Site Council (SSC) composed of the principal, representatives of teachers, other school personnel, parents, and pupils, at the secondary level. The council is responsible for developing and evaluating, on an ongoing basis, a school-level plan that addresses improved curricula and instruction, staff development, school environment, student attendance, parent education, and fiscal resources of the school site. The Cal-SAFE Program should be represented on the SSC so that council members are aware of the needs of Cal-SAFE Program students when making policy, procedural, and fiscal decisions. Detailed information about the SSC is provided in *Education Code* sections 52010 through 52039.

High School Principals Committee
Most school districts maintain a high school principals committee as a way to exchange information for making decisions regarding issues that affect students throughout the district. The principal of the site where the Cal-SAFE Program is implemented can use this committee as an advocate for expectant and parenting students to receive a quality education.

Instructional Services Committees
An LEA maintains one or more instructional services committees composed of parents and representatives of the school and community to review instructional materials and, as necessary, propose policy to the governing board. These committees may focus on curriculum and instructional strategies or other areas, as determined by the governing board and LEA administration. Members of these committees need to be aware of the educational needs of expectant and parenting students to make sound judgments that support this student population.

District Department Chairpersons
When the Cal-SAFE Program is implemented in a self-contained classroom or alternative school, staff should be encouraged to participate in appropriate district department chairperson meetings, such as those for English, math, home economics, and so forth. By doing so, staff will be aware of the direction the LEA is moving toward in regard to subject content, implementation strategies, and testing. Participation at department meetings will assist the staff in providing a rigorous curriculum aligned with that provided for other students. A department meeting is also an opportunity to increase awareness of district subject-matter chairpersons of the educational challenges and needs of expectant and parenting students.

School Attendance Review Board
The role of the local School Attendance Review Board (SARB) is to use community resources in working with students who have school attendance or behavior problems. The goal of supporting students is to help them avoid the juvenile justice system. Members of the local SARB include parents and representatives of the school district, community, law enforcement, welfare, probation, mental health, youth services agencies, and the district attorney's office. Members work collaboratively to diagnose the problem and recommend alternative solutions to alleviate circumstances that contribute to truancy or behavior problems. Students are referred to SARB when their persistent attendance and behavior problems in school are not resolved through regular school procedures. Because attendance is an obstacle for many expectant and parenting students to achieve academically, the Cal-SAFE Program needs to have a positive working relationship with the local SARB as school attendance is a mandate, not a choice.

Adult Parent Support

Working in partnership with the adult parent to support the Cal-SAFE Program student is often crucial for the success of the student, which in turn validates the program. The California State Board of Education's policy, Parent Involvement,[25] recognizes the importance of the parent/school partnership in supporting students to achieve academically. Encouraging parents to do volunteer service on the school site council as an advocate for their teens will strengthen the program.

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[25] http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp

Chapter 5

Enrolling The School Age Family

This chapter provides information on outreach, the intake procedure, and rights of students and child(ren) in the Cal-SAFE Program. The Cal-SAFE Program focuses on supporting the school age family (i.e., expectant parents or teen parents and their children) to meet program goals. A Cal-SAFE Program must address the needs of *both* the enrolled student and their enrolled child(ren).

Outreach and Student Recruitment

Outreach and student recruitment are part of an ongoing, year-round process, due to students becoming expectant parents throughout the year, the transitory residency of many students, and graduation. All Cal-SAFE Programs need a formalized plan in place for early identification of expectant teens. Students enrolling early in their pregnancy will receive Cal-SAFE Program services that will assist them to stay in school and support a healthy pregnancy and birth outcome. Outreach activities to identify eligible students and educate the community about the realities of teen pregnancy and parenting are an allowable expenditure of the Cal-SAFE Program (*Education Code* Section 54746 [b] [19]).

Begin by reviewing the county's CSCP. It provides data on the number of births to teen parents by ZIP code, identifies service providers who may be sources of student referrals, and identifies potential collaborators in a local or countywide outreach effort. (Refer to Chapter 3, "County Service Coordination Plan," for more information.)

Community members, parents, students, school administrators, and school staff must be knowledgeable about the realities of teen pregnancy in the community to ensure support for the Cal-SAFE Program. Students, the school community, and the community at large must know about the Cal-SAFE Program to maintain student enrollment. Examples of resources and strategies for a Cal-SAFE outreach and student recruitment are presented below.

Resources for the "Outreach and Student Recruitment Toolbox"

- Program flyers and/or brochures (developed either for a single program or countywide for all programs)

- Business cards for staff

- Display posters

- Audiovisual aids for presentations (PowerPoint, slides, videotape)

- Trained student panels available to speak to school classes and community

- Pencils imprinted with program name and telephone number

Strategies for Using the "Outreach and Student Recruitment Toolbox"

- Provide quantities of program flyers and brochures to school counselors, nurses, site administrators, and attendance clerks.

- Participate on LEA committees (e.g., principals committees, districtwide subject-area committees, and curriculum committee) and community task forces and committees (e.g., local child care planning council) that provide program visibility.

- Deliver presentations at all-school staff meetings, school board meetings, administrators' meetings, Parent–Teacher Association, religious groups, and whenever there is an opportunity to educate the school community and community at large about teen pregnancy and parenting, as well as the Cal-SAFE Program.

- Coordinate with the AFLP and Cal-Learn case managers for student recruitment. Develop written interagency agreements for referrals.

- Use the media by developing radio, newspaper, television, and cable television public service announcements; working with a reporter to develop a feature newspaper article or television spot on the Cal-SAFE Program; and writing letters to the editor.

- Have students write articles on teen pregnancy and parenting for the student newspaper at all high schools.

- Create bulletin boards at appropriate secondary schools, district office, and community agencies such as libraries.

- Use posters and make flyers available at businesses and organizations used by expectant and parenting youths, such as fast-food restaurants, laundromats, religious organizations, hospitals, OB-GYN offices, mini-markets, health and family planning clinics, movie theaters, hair and nail salons, apartments and other residential facilities, welfare offices, probation department, neighborhood youth centers, youth employment training programs, video rental stores, public libraries, family resource centers, and other local establishments frequented by youths, their families, or community service providers.

- Advertise the availability of trained Cal-SAFE Program students who will share their experiences and talk about the realities of teen pregnancy, stressing pregnancy prevention, in appropriate school classrooms, youth group meetings (e.g., Girl Scouts, Boy Scouts, Girls & Boys Clubs; 4-H, and

religious youth organizations); service organization meetings (e.g., Lions Club, Rotary, Elks Club, Soroptimists, and Junior League); and public hearings (e.g., school board meetings, legislative committee hearings, and county commission hearings).

- Participate in LEA and community health fairs and share flyers/brochures.

- Coordinate with other LEA programs that may also serve eligible Cal-SAFE Program students, such as special education, the School Attendance Review Board, Indian education, adult education, alternative education, bilingual/multicultural education, migrant education, gang risk-intervention program, and early childhood education program.

- Motivate enrolled students to give flyers, brochures, or pencils with imprinted contact information to peers who may be eligible for the program.

- Disseminate business cards at every opportunity.

- Conduct an annual open house.

- Ensure the Cal-SAFE Program is listed in the LEA telephone directory and on the LEA Web page.

- Make home visits, as appropriate.

Activities:
Complete one or more of the following activities, as needed:
1. Review existing plan for outreach and student recruitment. Modify, as needed, based upon available staff, time, and fiscal resources.

2. Create a program flyer or brochure, or both, if they are not already available.

Intake Procedure

In meeting the goals of the program and responding to the individual needs and differences of students and their child(ren) to be served, the LEA must complete an *intake procedure* for each student and child upon entry into the program and periodically as needed thereafter (*Education Code* Section 54746 [a]). The information derived from the intake procedure allows the Cal-SAFE Program staff to determine the appropriate type and level of services needed by the student and child(ren) to meet program goals. Those services cannot duplicate those currently provided to the student by the AFLP or Cal-Learn Programs (*Education Code* Section 54746 [b]).

Necessary support services to the school age family are in addition to an academic program that meets district standards (*Education Code* Section 54746 [b]). Every

student in the Cal-SAFE Program must be enrolled in a school or program that generates average daily attendance (a.d.a.) based upon the attendance of the student to generate funding for support services (*Education Code* Section 54749 [a] [1]). The student must abide by the policies and practices of the school or program that grants the academic credit. For example, Cal-SAFE Program students enrolled in a continuation school will have schedules different from students enrolled in the regular high school and be subject to different age eligibility requirements.

The Cal-SAFE Program staff member may take the following steps to conduct the intake procedure:

1. Provide a Cal-SAFE Program orientation using printed handouts, program brochure, and student handbook. Audiovisual materials and a tour of the child care center may be included to enhance the orientation.

2. Interview the student in order to complete the Gradstar forms listed in the next section, as well as the emergency information card and any other required forms or surveys.

3. Verify that Gradstar "Release of Information Consent" forms are signed if the student is also being served by the AFLP or Cal-Learn Program.

4. Obtain required health and immunization records for both the student and child, if enrolled. Children must have a health evaluation form signed by a physician or his/her designee on file <u>before</u> attendance in the child care and development services of the Cal-SAFE Program (*Education Code* Section 54746 [c] [3]).

5. Determine what support services are needed by the student and child. If the Cal-SAFE Program does not provide them, refer the student to the appropriate community agency.

6. Ensure that the student, if pregnant or lactating, will receive nutritional supplements.

7. Establish the entry date and a regular contact place and time between the Cal-SAFE Program staff and the student.

8. Coordinate with staff developing the student's academic program to ensure the student is in a supportive learning environment and has needed support, such as tutoring.

9. Determine whether the student has special academic needs, such as an IEP or limited English, in order for Cal-SAFE Program staff to coordinate with those programs.

10. Establish a file for both the student and child(ren).

Initiation of Data Collection

Statute requires an LEA operating a Cal-SAFE Program to establish and maintain a database for program evaluation (*Education Code* Section 54745 [c] [14]). The GradStar Management Information System provides necessary forms to collect data for both students and children beginning at enrollment into the program.
The forms, available in English and Spanish, used during the intake process are available on the [Branagh Information Group](#)[26] Web page. These Cal-SAFE Program forms are described below:

Data Collection Consent Form
The parent/legal guardian must sign the consent form for the student, and the student parent must sign for his/her child(ren) (*Education Code* Section 49075). A parent/legal guardian signature is not required for a student who is a legally emancipated minor, married, or eighteen years or older. A student parent may consent to have data reported for his/her child even if the adult parent has not provided consent for the student parent.

Release of Information Consent Form
This form is used only if information about a student and/or child is shared with another individual or agency. For example, a consent form is necessary to exchange information between the Cal-SAFE Program and the AFLP or Cal-Learn Program to coordinate services. The parent or legal guardian must sign it for the student, and the student parent must sign for his/her child(ren).

Student Enrollment Form
This enrollment form is used at initial enrollment, recertification, or reenrollment of a student into the Cal-SAFE Program. Recertification indicates that a previously enrolled student is returning in a new academic year, and reenrollment indicates the student was previously enrolled but is returning in the same academic year.

Child Care Enrollment Form
The purpose of the Child Care Enrollment Form is to enroll a child into child care funded by the Cal-SAFE Program, change an enrolled child's child care schedule, or create a "tentative" or "wait list" schedule. Examples of why a child may have a "tentative" or "wait" list" schedule include lack of a signed health evaluation or child

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[26] http://www.branaghgroup.com/calsafe/index.html

care arrangement that is not yet finalized. This form is completed at initial enrollment or reenrollment (in the same year or new academic year) into the child care program funded by Cal-SAFE.

Participation Forms (Student and Child)
There are two forms, one for the student and one for the child, which are highly recommended by the CDE. They may be modified by your agency to fit the needs of your Cal-SAFE Program.

Services Form
Completed at initial enrollment and at least once each semester, the services form is used to assess the individual student's service needs, use of services, and gaps in needed services. It can also be used as a local advocacy tool for agencies to show what services are needed but not available. Refer to Chapter 6, "Student Support Services," for more information.

> **Activity:**
> **Review files for currently enrolled students and children to ensure that all forms are current and data has been entered into the GradStar system. Complete as needed.**

Rights of Students and of Their Children

Students enrolled into the Cal-SAFE Program have the same rights and responsibilities as do other students. However, they need to understand their rights associated with enrollment in the Cal-SAFE Program as summarized below:

Students' Rights

- Enrollment in the Cal-SAFE Program is voluntary and on an open-entry and open-exit basis (*Education Code* sections 54745 [c] [3] and 54747 [c])*.*

- Enrollment may not be denied in the Cal-SAFE Program due to multiple pregnancies, number of children, or status changing from pregnant to parenting (*Education Code* Section 54747 [d]).

- Special education students with an active Individualized Education Program (IEP) are entitled to continue receiving special education services identified in the IEP while concurrently receiving unduplicated Cal-SAFE Program services (*Education Code* Section 54747 [b]).

- All expectant and parenting students, regardless of enrollment in the Cal-SAFE Program, have a right to equal rights and opportunities in school without discrimination on the basis of sex, including pregnant and parenting status, in their academic program and school practices (*Education Code* sections 200 and 221.5; Government Code Section 11135; and federal Public Law 92-318 and the

regulations set forth in Section 106.1 and following of Title 34 of the *Code of Federal Regulations).*

- Students retain their right to participate in any comprehensive school or educational alternative programs in which they could otherwise enroll (*Education Code* Section 54745 [c] [2]).

- A quality education program will be provided in a supportive and accommodating learning environment with appropriate classroom strategies to ensure school access and academic credit for all work completed (*Education Code* Section 54745 [c] [4]).

- No fees are assessed to enrolled students or their families for Cal-SAFE Program services (*Education Code* Section 54745 [c] [13]).

- Pregnant and lactating students are entitled to special school nutrition supplements (*Education Code* Section 54745 [c] [9]).

- Confidentiality is protected and at no time will the student's name, address, or other identifying information be made available to the public (*Civil Code* Section 1798.4).

- Cal-SAFE Program records are available to individual students who may obtain copies of individual documents contained in his/her individual file (*Education Code* Section 49069).

Children's Rights

- Enrollment in the Cal-SAFE Program child care is voluntary (*Education Code* Section 54746 [c] [1]).

- There is no minimum age for enrollment, but Cal-SAFE Program child care is available to children of enrolled parents until the age of five years or until the child enrolls in kindergarten, whichever occurs first (*Education Code* Section 54746 [c] [2]).

- Child care center staff use an individual development profile to design a program that meets the infant's, toddler's, or child's developmental needs (*Education Code* Section 54746 [c] [4]).

- The environment of the child care site is safe, healthy, and appropriate for meeting the developmental needs of the individual child (*Education Code* Section 54746 [c] [5]).

- The child's custodial parent may enter and inspect the child care facility that his or her child attends without advance notice during normal operating hours or any

time the child is receiving care. However, the child care center supervisor may deny access to a parent if the parent is behaving in a way that poses a risk to children in the facility or the visitor is a noncustodial parent and the custodial parent has a written request that the noncustodial parent not have access to the child(ren) (*Health and Safety Code* Section 1596.857).

- The child's record is available to the student parent who may request copies of documents therein (*Education Code* Section 49069).

Title IX Education Amendments of the 1972 Regulations

"Title IX of the Education Amendments of the 1972 Regulations" (federal Public Law 92-318 and the regulations set forth in Section 106.1 and following of Title 34 of the *Code of Federal Regulations*) is the primary federal statutory guarantee of equal educational opportunity for pregnant and parenting students. Title IX applies to a broad range of educational institutions, including preschool, elementary and secondary schools, vocational institutions, institutions of higher education, and professional schools as long as they are receiving federal funds. The LEAs operating a Cal-SAFE Program are mandated to comply with the Title IX regulations (*Education Code* Section 54745 [c] [1]). The regulations are summarized in the *Title IX Education Amendments of the 1972 Regulations Fact Sheet*.[27]

Activities:
Complete one or more of the following activities, as needed:
1. Share information on students' rights with CAL-SAFE Program students.

2. Work with site administrators to ensure that staff members are familiar with the provisions of Title IX that pertain to expectant and parenting students.

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[27] http://www.cde.ca.gov/ls/cg/pp/titlenine.asp

Chapter 6

Student Support Services

Student support services are an integral component of the Cal-SAFE Program in meeting the individual needs of each student, their child(ren), and family served. The information elicited during the intake procedure (described in Chapter 5) allows the Cal-SAFE Program staff member to determine the appropriate level and type of services to be provided either through Cal-SAFE or by referral to an appropriate agency. This chapter describes the requirement to coordinate with the Adolescent Family Life Program (AFLP) and Cal-Learn Program and the definition and description of allowable support services.

Coordination with the AFLP and Cal-Learn Program

Cal-SAFE assessed services must not duplicate services currently provided to the student by the AFLP or Cal-Learn Program case manager *(Education Code* Section 54746 [b]). It is the responsibility of the program coordinator or leader to ensure that Cal-SAFE Program services do not duplicate those services provided by the case manager in AFLP or Cal-Learn.

The AFLP is administered and funded by the California Department of Health Services and available to all eligible students who do not qualify for Cal-Learn services. The AFLP is a voluntary program. The assigned case manager assesses the student's need for services and provides crisis intervention or makes appropriate referrals. To locate the nearest AFLP that serves your area, contact the Maternal and Child Health Branch, AFLP Consultant at (916) 650-0285 or your CDE Cal-SAFE Program Consultant at (916) 319-0914.

Students who receive assistance under the California Work Opportunity and Responsibility to Kids (CalWORKs) Program must be enrolled in the Cal-Learn Program administered and funded by the California Department of Social Services. Cal-Learn is not a voluntary program, and those enrolled in Cal-Learn cannot receive AFLP services. The assigned case manager assesses the student's need for services and provides crisis intervention or makes appropriate referrals. Depending on the student's school attendance, bonuses and sanctions may apply to the family's cash assistance. Students enrolled in Cal-SAFE may receive either AFLP or Cal-Learn services—not both. Refer to the Venn Diagram.[28] To locate the nearest Cal-Learn that serves your area, contact the California Department of Social Services, CalWORKs Eligibility Bureau, at (916) 654-1322.

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[28] http://www.cacsap.org/resources/venndiagram.pdf

Definition of Support Services

Education Code Section 54743 (f) defines "support services" as services that will enhance both the enrolled student's academic ability in order for her or him to earn a high school diploma or its equivalent and healthy development of the student's child(ren). Cal-SAFE students may require few or multiple support services while enrolled in the program. Once the student is assessed for needed support services, documentation should be kept current and maintained in the student or program file. Documentation should include the date, the identified need, issue, or problem, action taken to address the need, person responsible, follow-up, and outcome. Reassessment of support services should be completed as needed or, at a minimum, each semester.

Allowable Support Services

Funds for necessary support services for each unit of average daily attendance (a.d.a.) generated by each student can be claimed after the completion of the intake process and only when the student is receiving identified support services (*Education Code* Section 54749 [a] [1]). Funding is claimed on the Cal-SAFE Reporting Form A or B.[29] The allowable support services identified in statute are:

Parenting education and life-skills instruction
The LEA is required to provide this educational service to Cal-SAFE Program students. As outlined in *Education Code* Section 51220.5, content for the parenting education and life-skills curriculum should include, but not be limited to, all of the following:

- Child growth and development

- Effective parenting

- Household finances and budgeting

- Prevention of child abuse and neglect issues

- Nutrition

- Personal and family interaction and relations

- Effective decision-making skills

- Family and individual health

- Methods to promote self-esteem

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[29] http://www.cde.ca.gov/fg/aa/ca/calsafe.asp

The California Department of Education, Home Economics Careers and Technology Program staff, in collaboration with secondary and postsecondary teachers and business representatives, developed *Family Living and Parenting Education Content Area Standards*. The *Standards* and course outlines are available through the [Home Economics Career and Technology Professional Development Project at CSU Fresno](#).[30]

Perinatal education and care, including childbirth preparation
This service may be offered as part of the parent education and life-skills class provided to Cal-SAFE Program students or by referral to a clinic, hospital, or an agency providing perinatal education and care and childbirth education, such as the Comprehensive Perinatal Services Program (CPSP) offered through the local health department.

Safe home-to-school transportation
This service includes public bus transportation passes or vouchers, taxi vouchers, district bus transportation services (such as the regular school bus), or a Cal-SAFE designated van or car.

Case management services
Case management is defined as a process that ensures that the student and her or his child(ren) receive identified needed services in an efficient, supportive, and cost-effective manner. The process is interactive, student-centered, culturally appropriate, and goal-oriented *(Education Code* Section 54743 [a]). Although there are more community programs that offer case management services, the Cal-SAFE Program is required to coordinate and collaborate with the AFLP and the Cal-Learn Program. Such collaboration ensures continuous case management services. The purpose of this requirement is to avoid duplication of services by the Cal-SAFE Program with the AFLP and Cal-Learn and to maximize resources.

Comprehensive health education, including reproductive health care
This educational service may be offered as part of the parenting education and life-skills class or health education class provided to Cal-SAFE students, or it may be offered by referral to a clinic, hospital, or other agency providing health education. Instruction for health education should be consistent with the *Health Framework for California Public Schools* and shall comply with *Education Code s*ections 51930*,* 51933, and 51934 and other statutes related to health education and reproductive health.

Nutrition education, counseling, and meal supplements
Nutrition education and counseling may be included in the parenting and life-skills curriculum or by referral to CPSP; Women, Infants, and Children (WIC) Supplemental Nutrition Program; California Project LEAN; Child Health and Disability Prevention Program (CHDP); or Expanded Food & Nutrition Education Program through the Cooperative Extension; or Healthy Start. The Cal-SAFE Program is required to provide a nutritional meal supplement to the pregnant and lactating students (*Education Code* Section 54745 [c] [9]). Either the program or the district's food services department can

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[30] http://www.hect.org/

provide the supplement. For portion requirements for the meal supplement, refer to the [Cal-SAFE Meal Supplement](#) requirement.

School safety and violence-prevention strategies targeted to expectant and parenting teens and their children
This service is important for the well-being of students and children to grow into healthy, productive adults. Cal-SAFE funds may be used to pay guest speakers from community agencies to address such topics as gang violence, school safety, domestic and relationship violence, and support groups. School-related services may be provided through the Safe and Drug-Free Schools and Communities and School and Law Enforcement Partnership.

Academic support and youth development services, such as tutoring, mentoring, and community service internships
For a student who needs additional assistance with schoolwork, the Cal-SAFE Program can provide funds for a tutor or mentor. Or funds may be used to organize a group of volunteers to assist students. In addition to Cal-SAFE, the AmeriCorp, Cal-Serve, Big Brothers, Big Sisters, the Foster Grandparent Program, Healthy Start, after-school programs, and National Service-Learning Partnership have some programs that provide academic support and youth development services.

Career counseling, preemployment skills, and job training
Cal-SAFE funds can pay for a part-time counselor to work with students, provide bus vouchers for transportation to a job-training site where the student receives school credit, or to assist with associated costs, such as uniforms. This support could also be provided by school counseling or career assessment and testing; support may be provided in collaboration with the Regional Occupational Center or Program (ROC/P).

Substance abuse prevention education, counseling, and treatment services
This educational service may be offered as part of the parenting education or life-skills class. The Cal-SAFE Program may purchase substance abuse prevention education materials or schedule a guest speaker from a community agency. The Cal-SAFE Program should work closely with the coordinator of the Tobacco-Use Prevention Education Program, which is required to serve pregnant and parenting students enrolled in the LEA (*Health and Safety Code* Section 104460). Referral for treatment services may be made to a health clinic, hospital, or other agency.

Mental health assessment, interventions, and referrals
The AFLP, Cal-Learn, mental health clinic, family resource center, Healthy Start, school psychologist, counselor, or school nurse, to name a few, can provide or make a referral for a mental health assessment and or interventions.

Crisis intervention counseling services, including suicide prevention
The Cal-SAFE Program can fund or coordinate services through the AFLP, Cal-Learn, mental health clinic, family resource center, Healthy Start, school psychologist, school counselor, to name a few, to provide services or make a referral for them as needed.

Peer support groups and counseling
A few ways in which support groups and counseling can be provided is by the district or school site counseling staff, Cal-SAFE Program, community resources including appropriate faith-based efforts, or referral to or by the AFLP, Cal-Learn, family resource center, or Healthy Start.

Family support and development services, including individual and family counseling
The AFLP, Cal-Learn, or Healthy Start can provide or make a referral for these services.

Child and domestic abuse prevention education, counseling, and services
The Cal-SAFE Program can invite special speakers or community programs to make presentations or referrals to the AFLP, Cal-Learn, family resource center, or Healthy Start for information and services.

Enrichment and recreational activities, as appropriate
The Cal-SAFE Program may provide these services by funding a field trip, purchasing a uniform for activities such as band or cheerleading, or by supporting student participation in an after-school program, school athletic programs, Gifted and Talented Education (GATE), and other school activities and clubs.

Transition services to postsecondary education, training, or employment
The Cal-SAFE Program can fund field trips to visit colleges; schedule speakers to present on California Work Opportunity and Responsibility to Kids (CalWORKs) Program, financial aid, preparation of a college application, and community college programs that support special populations; or organize a college or postsecondary education fair on campus. Other services of the Cal-SAFE Program include career assessment testing, career technology education, ROP/C, and internships.

Support services for grandparents, siblings, and fathers not enrolled in the Cal-SAFE Program
Service to the whole family is an important component of the Cal-SAFE Program. Support services may be provided through a family night activity, open house, through a special speaker, or a male involvement program. Collaboration with the California Employment Development Department on various programs offered or referral to the AFLP, Cal-Learn, Healthy Start, or family resource center are other ways of providing support to the family.

Outreach activities to identify eligible pupils and to educate the community about the realities of teen pregnancy and parenting

This service can be accomplished by the Cal-SAFE coordinator or outreach worker disseminating a program brochure, fact sheet, or flyer at school assemblies, staff meetings, board meetings, service clubs (e.g., Kiwanis, Lions, Rotary, and Soroptimists, American Association of University Women), and community fairs regarding information on the program, teen pregnancy, and parenting.

Activities:
Complete one or more of the following activities as needed:

1. Review all student or program files to determine if documentation on support services is complete and current for each student served. Determine if AFLP or Cal-Learn case management is needed. Review files to ensure there is not a duplication of services.
2. Review program documentation on student attendance and report support services on Cal-SAFE reporting form A or B at each reporting period (P1, P2, and Annual)
3. Review the parenting education and life-skills curriculum to determine if it is meeting the student's needs and is not repetitive from semester to semester or when the same students are enrolled in the class.
4. Review the menu for the nutritional meal supplement for pregnant and lactating students to ensure it meets the requirements and provides variety.

Chapter 7

Child Care And Development Services

This chapter presents requirements for the child care and development services and suggestions for the operation of the Cal-SAFE Program. Cal-SAFE is a comprehensive program serving school age families. Just as serving the needs of the teen parent is important, services to their children are within the scope of serving the teen parent family in the Cal-SAFE Program. This function is accomplished most comprehensively through the child care and development services component of the program. Child care while the student parent is enrolled and attending school and approved school activities encompasses both the early care and the education of the child and helps the whole family achieve personal and Cal-SAFE Program goals. As a subsidized child care and development program, Cal-SAFE is consistent with other California Department of Education-subsidized general child care and development programs. It has the same funding level, standards, and requirements as the General Child Care Programs funded through the Child Development Division (CDD). Refer to the Cal-SAFE Program Fiscal Guidelines and Funding Procedures, Fiscal Year 2003-04[31] for more information on child care and development funding.

General Provisions

Education Code Section 54746 identifies the requirements for child care and development services. The health and safety regulations in Title 22 of the *California Code of Regulations (CCR) g*overn child care centers and apply to Cal-SAFE child care and development centers. *Education Code* Section 54746 states that child care provided for the children of student parents must operate according to the provisions of the Child Development Act. The Child Development Act defines quality of care. Requirements such as staffing and staff/child ratios, funding levels for child care, including differentials based on age and length of the child care day, standards of care, and early education practices are based on the provisions in the Child Development Act. In addition, *Education Code* Section 54756 contains the following provisions applicable to the Cal-SAFE program:

Child care services are located on or near the school site*.*
"On or near the school site" may have different implications in different situations and in different communities. The LEA must decide what "on or near" means for their students and locate child care services that are convenient to the school and the students.
Participation in the child care services of the Cal-SAFE Program is voluntary.
A Cal-SAFE student is not required to use the child care to remain eligible for Cal-SAFE student support services. Some parenting students have other options they may choose for child care so they can attend school. Using Cal-SAFE child care services is not a requirement of receiving student support. However, a child

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[31] http://www.cde.ca.gov/fg/aa/ca/calsafe.asp

cannot receive Cal-SAFE child care and development services unless the student parent is enrolled in Cal-SAFE.

Preservice health evaluation is required.
A health evaluation form signed by a medical care provider, a physician or designee, must be on file before a child is allowed on campus. This requirement is unique to Cal-SAFE. Other child care programs are required by regulation to have a health evaluation within 30 days of enrollment. This provision allows an LEA to make the completion and filing of this form a condition of enrollment. It notifies the baby's health care provider that the baby will be in a group child care situation and allows the doctor or nurse to inform the student parent of any medical concerns for the child.

Children are served while the parent is enrolled in the Cal-SAFE Program.
There is no minimum age for receiving child care and development services. When the parent is ready to return to school after delivery and the baby's health care provider has completed the preservice health exam report, services for the child can begin. Children may be served until age five or entry into kindergarten. Although most of the children of student parents are infants and toddlers, **plans need to be made for appropriate services for the occasional three- and four-year-old children who may need child care services**. Providing transition services to a preschool program, such as Head Start, General Child Care, or a State Preschool with wraparound services in the Cal-SAFE center are some of the ways Cal-SAFE Programs can accommodate the older child and provide appropriate social and educational services.

Health and safety of child care centers meet community care licensing standards.
Although school parenting programs operated by a school district or by contract with a school district are exempt from licensing by Community Care Licensing according to Health and Safety Code 1596.792[i], LEAs are expected to meet all health and safety provisions of Title 22 as listed in Table 6 of the Cal-SAFE Legal References[32] located on the Cal-SAFE Program Web page.

The child care site is a lab for parenting education and early childhood education.
The child care center provides an opportunity for students to observe appropriate adult-child interaction and learn good parenting skills under the supervision of the professional caregivers. It can be used as a training site for nonparent or parent students who are planning careers in early care and education. Care should be taken to ensure that infants and toddlers are not overwhelmed by the numbers of "big people" they have to interact with, that appropriate professional supervision be maintained, and that principles of care such as primary caregiving and continuity of care be considered when assigning students to classes in the center.

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[32] http://www.cde.ca.gov/ls/cg/pp/legalref.asp

Additional provisions for the Cal-SAFE Program come from *Education Code* Section 54749 and include the prohibition against of religious instruction. By law state-funded programs cannot include religious instruction or worship. A statement in the parent handbook affirming this policy or a sign posted on the parent information bulletin board will provide documentation of the LEA's policy.

Collaboration with Federal and State Programs

To maximize the resources available to each community, LEAs should collaborate with other programs that serve families with young children. (Refer to Chapter 8, "Fund Management," for more information.) Those programs are specifically mentioned here because they affect the child care and development services of the Cal-SAFE Program.

Collaboration with federal programs such as Early Head Start or Even Start
Cal-SAFE is a community-linked program. LEAs support their Cal-SAFE Program by working and coordinating with other family-serving resources and services that are available in the community. Federally funded programs such as Early Head Start (EHS) and Even Start are two of the programs that can collaborate with LEAs to provide services to school age families.

EHS is a program of Head Start, which serves low-income pregnant women and families with children ages birth to three. Because of the federal definition of family, with very few exceptions Cal-SAFE students and their children are eligible for EHS services. Family is defined as the child and the child's immediate family, mother, father, siblings, and anyone related by adoption or marriage who live together (45 *CFR* 1305.2 [e]). EHS programs often choose to target services to adolescent parent families. Cal-SAFE programs working in collaboration with EHS programs can provide additional resources for more comprehensive services than either program could provide alone without duplication.

There could be advantages to collaborating with EHS because of the differences in eligibility requirements. When a Cal-SAFE student ages out, graduates before a child turns three, or drops out of school, the family is no longer eligible for Cal-SAFE services but is still a part of the EHS program. EHS can implement transition services for the student and continuous services for the child. This provision keeps the family connected to the program when the student leaves school and is no longer eligible for Cal-SAFE. It facilitates dropout recovery as well.

Another example of enhanced services concerns the age of the child. Although most of the children of teen parents are infants and toddlers, Cal-SAFE will serve children until they reach age five or enter kindergarten. A Cal-SAFE Program may have a three- or four-year-old child when the parent graduates if she was under fifteen when the child is born. Caring for a preschooler in an infant-toddler environment is challenging and may not be the best environment for the older child. EHS provides transition to another child care setting when the child is no longer eligible for EHS

services at age three, often to a Head Start program. The child has appropriate preschool services and the student parent still has support from Cal-SAFE.

Even Start collaboration functions in much the same way. Even Start is a federally funded family literacy program. Parenting activities (1) focus on the parent's role in acquiring the ability to read and (2) provide additional reading intervention for the Cal-SAFE student when an assessment reveals such a need. Cal-SAFE student families are eligible because the Even Start program serves parents who have not received a high school diploma.

Both EHS and Even Start require a local match for the federal funds. Cal-SAFE local assistance funding is from the state general fund, so the Cal-SAFE dollars can be considered for the local match. LEAs who collaborate with EHS and Even Start must be careful to document costs and expenditures to demonstrate coordination of enhanced services and lack of duplication. They also must be sure to meet the requirements of both programs.

Collaboration with state-funded programs such as the General Child Care programs

Schools and subsidized child care agencies have developed several ways to collaborate with Cal-SAFE and the General Child Care program funded through the Child Development Division:

- Enrolling the Cal-SAFE Child in the General Child Care Program
  Very few teen parent families are not eligible for General Child Care program services through a CDD contract. Some LEAs who were serving teen parent families through a CDD contract before Cal-SAFE began in 2000 have continued to do so.

- Commingled Child Care Programs
  When children whose child care services are funded by different program sources are served in the same classroom or center, it is known as a commingled program. Cal-SAFE funding and program requirements are the same as those for the General Child Care program. Cal-SAFE children can be enrolled in a center that also serves children under a General Child Care program contract. The LEA or the child care agency must be able to consider the unique needs of the adolescent parent, and staff training may be necessary for providers who have not had experience working with teen parents.

- Transferring the eligible child between programs
  One advantage of such collaboration among programs is evident when children are no longer eligible for Cal-SAFE funding. Transferring the funding source can provide continuity of care for the child and the parent. For example, a student may work during the summer rather than attend summer school. While the student is not enrolled in school, the child is not eligible for

Cal-SAFE funding. However, because the parent is working, the child is eligible for General Child Care and the child can have continuous care in the same setting with the same caregivers.

Another example is the graduate who is no longer eligible for Cal-SAFE and is attending a nearby community college. Keeping the child with the primary caregiver will make the transition smoother. Maintaining documentation of the funding source and good recordkeeping are essential in this situation. Making sure that the correct program is charged for care based on eligibility and that claims for reimbursement reflect the appropriate funding source is work, but the benefits to the child and the parent make the effort worthwhile.

Family Data Files

Each child care center or child care network should maintain a family file of documentation on the child's eligibility and enrollment, needs and services, emergency information, and health records that are collected upon enrollment and updated periodically to reflect changes in the child's growth.

Components of the Family Data Files

- **Eligibility and Enrollment**
  The primary source document for need and eligibility is the GradStar Child Care Enrollment Form with a copy of the student parent's official class schedule attached. The GradStar system will not generate an enrollment form for the child unless the parent is an enrolled Cal-SAFE student. Having the student parent's schedule on file allows staff to know the location of the parent while the child is in care and the hours of care needed. Documentation of any regularly scheduled school-approved activity as well as classes should be included.

  This documentation will justify the scheduled enrollment of the child. If the child's attendance does not reflect the enrolled schedule, the enrollment days or hours should be adjusted to reflect actual use of the child care services. Because a parent's schedule may vary on some days of the week, the length of the child's day may also vary on different days. *Note*: LEAs may ask for a copy of the child's birth certificate to verify age. The child is eligible for child care and development services from birth to age five or entry into kindergarten, whichever comes first. The birth certificate may also verify that the child is indeed the child of the enrolling parent. Keeping a copy of the birth certificate on file is not mandatory.

- **Health Exam Report**
  A report signed by the child's health care provider is required before a child begins to attend child care or even come on campus. The date on the report should show that the examination or report of the exam was completed before

the child's first day of attendance. When the parent requests such a report, it is an opportunity to let the doctor know that the baby is going to be in group care and let the parent and the caregivers know if there are any medical concerns about having the child in group care. This report is required once when the child is first enrolled in care. A copy of a Child Health and Disability Prevention examination record provided by a physician may be used as evidence of the enrollment health examination.

- **Immunization Records**
  The center must keep a record of the child's immunizations on file. The best way to do this is to fill out a blue California School Immunization Record (CSIR). Your district health office should have copies of this form. If not, they can be obtained at the county public health office. It can also be downloaded from the California Department of Health Services[33] Web site by using the "Forms Index." It should be printed on blue paper. In California, the doctor or the clinic records immunizations on a yellow California Immunization Record. Transfer the information to the CSIR. Each time the child gets an immunization, ask the parent to bring the yellow card so immunizations can be recorded. The parent can sign a waiver for health screening and immunization requirements based on religious belief (*Health and Safety Code* sections 4951 and 120365). A waiver form is on the CSIR and must be renewed annually.

- **Health History**
  A preadmission health history completed by the student parent provides information about the child's past health history. If the child is admitted as a young infant and the mother was in the Cal-SAFE Program during pregnancy, a copy of the GradStar Pregnancy Outcome form can be added to the Family Data File in place of a health history form.

- **Needs and Services Plan for Infants and Toddlers**
  The needs and services plan provides information to the primary caregiver. The plan is a formal record of a staff interview of the parent to get the information the caregiver needs to provide comfortable, respectful care for the child. An individual feeding plan, toilet training or diapering plan, schedule for sleeping/napping, list of typical activities, routines, favorite toys, allergies, and any needed services that might be outside the normal program of the center are identified in writing. A copy of the plan is given to the parent. This plan should be updated as needed, or at a minimum, every three months.

- **Emergency information**
  Information kept on file in case of emergency is outlined in *CCR,* Title 22, Section 101221. Examples of essential information include contact information for the parent; names and contact information of relatives or

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[33] http://www.dhs.ca.gov/publications/forms/286bmoreinfo.htm

persons the parent wants the center to contact in an emergency if the parent cannot be contacted; the name, address and phone number of the child's physician, and other medical providers. The emergency records should also include instructions for what should be done in case the parent or the doctor cannot be reached. If the parent wants the child taken for emergency services, the name of the preferred hospital can be named. For many teen parents, giving this emergency information may be the first time they realize that they are really in charge of their child. An online form, "Identification and Emergency Information (Form LIC700),[34] can be used for recording emergency information. If the LEA operates other child development programs, the LEA may have an existing form for emergency information.

- **Data Collection Consent Form**
  The Grad Star data collection consent form and privacy notice signed by the student parent for his/her child should be placed in each family data file. Data will be collected for every enrolled child, but individual identifying information will be removed before data are sent or used outside the LEA without signed consent.

- **Release of Information Consent Form**
  A release of information consent form signed by the teen parent naming the agency(ies) that may be receiving information about the child must be on file before any information about the child or the parent can be released. GradStar provides a sample form or schools may design their own.

- **Other LEA Forms**
  The LEA or contracting agency may have forms that are required by local policy, such as permission for field trips and permission for photography or video recording. The Cal-SAFE child care centers and family child care home may include them in the family data file.

- **Annual Recertification of Enrolled Families**
  The information in the family file must be verified annually. The beginning of the school year provides the opportunity to update all of the family and child information in the family file and to annually recertify the school age family's eligibility. It is a natural time to get any new contact information. Review the emergency and contact information more often if it is necessary to keep information current.

- **Confidentiality of Records**
  Other than requests from the CDE or the child's family, the use or disclosure of information pertaining to the child or the child's family must be restricted to purposes directly related to the administration of the program. Data collection and dissemination of information to the public should be handled in such a

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[34] http://www.dss.cahwnet.gov/pdf/LIC700.pdf

manner as to ensure confidentiality of the names and address of individual children and families.

- **General recordkeeping requirements**
  Keep all family files for five years after the child leaves the program. Attendance sign-in and out sheets, rosters, and other records should also be kept for five years for auditing purposes. Daily information on caregiving and portfolios on developmental information are to be used by the caregiving staff to plan the educational program for the children and to communicate with parents. The teaching staff may want to keep these documents as a record of the child's development over time. They should be kept as long as they are useful to the staff and the parents.

Activities:
1. Download the **"Records to be Maintained at the Facility—Child Care Centers…" (Form LIC 311a)**[35] prepared by the Community Care Licensing Division, CDSS.

2. Download the additional licensing forms identified by Form LIC311a from **CDSS On-line Forms and Publications I-L**.[36]

3. Compare downloaded forms with forms currently being used and develop a set of forms and a checklist that will provide the information needed for each family data file.

Staff Qualifications

The staff qualifications for the Cal-SAFE Program are consistent with staff qualifications for all CDE-funded child care and development programs. The titles given here are the titles of the permits issued by the California Commission on Teacher Credentialing (CCTC). The actual job title with the LEA may be different, but staff functioning in these positions within the child care and development services of the Cal-SAFE Program must possess these particular qualifications (*Education Code* sections 8360 and 54746 [c] [6]).

Child Development Program Director
LEAs that have more than one child development site need a qualified program director. LEAs that operate a child care network by contracting with licensed centers or family child care homes at more than one site must also have a qualified program director who has administrative responsibility for the program.

A permit issued by the CCTC authorizes supervision of a child care and development program operating in multiple sites. A qualified program director has one of the following permits or credentials:

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[35] http://www.dss.cahwnet.gov/pdf/LIC311A.pdf
[36] http://www.dss.cahwnet.gov/cdssweb/On-lineFor_293.htm

- Child Development Program Director Permit or

- Children's Center Supervision Permit, or

- A current credential issued by the CCTC authorizing teaching service in elementary school or a single-subject credential in home economics, and six units in administration/supervision of early childhood education/child development (ECE/CD), (not required for any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding by the CDE) and 12 units of ECE/CD or at least two years' experience in an ECE/CD program, or

- An Administrative Services Credential authorizing administration or supervision in public schools in California that includes a preschool authorization.

Child Development Site Supervisor
Every center site must have a qualified site supervisor. The site supervisor may also be a teacher in the classroom if he or she is also qualified as a child development teacher.

A permit issued by the CCTC authorizes supervision of a child care and development program operating in a single site. A qualified site supervisor has one of the following permits or credentials:

- Child Development Site Supervisor Permit, or

- Children's Center Supervision Permit, or

- A current credential issued by the CCTC authorizing teaching service in elementary school or a single-subject credential in home economics, and six units in administration/supervision of ECE/CD (not required for any person who was employed as a program director prior to January 1, 1993, in a child care and development program receiving funding by the CDE), and 12 units of ECE/CD or at least two years' experience in an ECE/CD program, or a

- California administrative credential that includes a preschool authorization.

Child Development Teacher
A child development teacher must be qualified by having either a permit or particular credentials with course work that includes child development or early childhood education. The teacher may supervise assistants, aides, and volunteers in the child care center classroom. In addition to the requirement to hold a child development teacher permit or credential authorizing service in a teaching position in a child development program, Cal-SAFE teachers must also have at least three semester units or the equivalent number of quarter units of course work relating to the care of

infants and toddlers (*Education Code* Section 54746[c] [6]). This number of units is not required for the child care teacher permit, but it is required to work in an infant center of a Cal-SAFE Program.

A permit issued by the CCTC authorizes service in the care, development, and instruction of children in a child care and development program. A qualified teacher has one of the following permits or credentials:

- A Regular Children's Center Instructional Permit, <u>or</u>

- A Limited Children's Center Instructional Permit, <u>or</u>

- An Emergency Children's Center Instructional Permit, <u>or</u>

- Child Development Master Teacher Permit, <u>or</u>

- Child Development Teacher Permit, <u>or</u>

- Child Development Associate Teacher Permit, or

- A current credential issued by the CCTC authorizing teaching service in elementary school or a single-subject credential in home economics, and 12 units in ECE and/or CD **or** two years' experience in early childhood education or a child care and development program.

Child Development Assistant
Assistants may hold a permit issued by the CCTC. This permit is not required, but for those who qualify, holding this permit recognizes the training they have and the professional standing of the work performed by caregivers.

Child Development Aides and Volunteers
Aides are employed caregiving staff members who do not hold a child development permit. Volunteers meet the same minimum requirements but are not paid employees. Aides and volunteers must be at least age eighteen or a high school graduate. Students in the Regional Occupational Program (ROP) and Home Economics Related Occupations (HERO) who are age sixteen or older may also be volunteers and count in the adult-child ratio. Student parents in the center for parenting instruction and nonparent students who are not enrolled in ROP or HERO do not count in the adult-child ratio. This practice meets Title 22 staffing requirement. (22 *CCR* Section 101216.1).

Staff Ratios

LEAs operating centers shall maintain the following minimum ratios in all centers:

Infants (birth to eighteen months old)

The ratios for infants are one adult for every three children (1:3 adult-child ratio) and one teacher for every 18 children (1:18 teacher-child ratio).

Toddlers (eighteen months to thirty-six months old)
The ratios for toddlers are one adult for every four children (1:4 adult child ratio) and one teacher for every 16 children (1:16 teacher-child ratio).

Preschool (thirty-six months to enrollment in kindergarten)
The ratios for preschool children are one adult for every eight children (1:8 adult-child ratio) and one teacher for every 24 children (1:24 teacher-child ratio).

Compliance with these ratios is determined on the basis of actual attendance, not on enrollment. Whenever groups of children of two age categories are commingled, the ratios for the entire group shall meet the ratios required for the younger age group. *The program may exceed these teacher-child and adult-child ratios by 15 percent for no longer than 120 minutes in any one day.* This provision allows for staff breaks and meetings.

Waiver of Staff Qualifications

The Superintendent of Public Instruction may grant a waiver for the child care program director or site supervisor upon an LEA's demonstration of compelling need (*Education Code* Section 8244). Factors to be considered in determining compelling need are as follows:

- Evidence that the LEA's recruitment efforts have not been successful in obtaining qualified applicants

- Evidence of the LEA's inability to offer competitive salaries

- Evidence of potential or current staff's lack of reasonable access to training resources that offer required course work

A waiver may be granted if the LEA can provide evidence of any of these conditions. Waivers granted remain in effect for the period of time specified by the CDE. The expiration date of the waiver will be noted on the waiver certificate.

Activity:
Review the child development program roster on file and determine if all information and documentation are current based on the following questions:

1. Do all staff members meet requirements?

2. Are any permits due for renewal?

3. Is the proper number of staff and volunteers listed for the number of children expected to be in attendance for each classroom area and for each age group?

Desired Results System

A desired result is defined as a condition of well-being for children and families (e.g., children are personally and socially competent). Desired results reflect the positive effects of the child development program on the development and functioning of children and on the ability of the parents to be successful in school and to become good parents.

Purpose of Desired Results
The desired results system developed by the CDE is designed to accomplish the following objectives:

- Identify the measures that demonstrate the achievement of desired results across the development areas for children in child care and development programs.

- Provide information on the contributions made by each of the various types of CDE-funded child development programs, including the Cal-SAFE Program.

- Hold programs accountable to program standards that support the achievement of desired results and are used to measure program quality.

- Provide a data-collection mechanism for evaluating the quality of individual child development programs.

- Create a base of information on the relationships between processes and results that can be used to target technical assistance to improve practice in all child development programs.

Additional information about the [Desired Results](#)[37] system and the way it can be used by the CDE for monitoring purposes is available online.

Desired Results Developmental Profile (DRDP)
Program staff members complete the age-appropriate DRDP for each child who is enrolled in the program for at least ten (10) hours per week.

- The DRDP should be completed for each child within 60 calendar days of enrollment and at least at the following intervals:

    - Infants once every three (3) months;
    - Toddlers once every four (4) months; and
    - Preschoolers once every six (6) months.

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[37] http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp

- LEA caregiving staff members shall use the developmental profiles to plan and conduct age- and developmentally appropriate activities.

- If a child has a disability and/or has an Individualized Education Program (IEP), the DRDP is completed with any necessary accommodations and adaptations. A developmental profile is required for a child with an IEP even if that child is enrolled less than ten (10) hours per week.

- The Desired Results Developmental Profile (DRDP)[38] is available online.

Parent Survey

Each LEA shall annually distribute the Desired Results Parent Survey to parents, collect the surveys from parents, and analyze the results. The LEA shall use the parent survey results to plan and conduct activities to help parents support their child's learning and meet the family's needs. The program uses the results and analysis of the parent survey as part of its annual self-evaluation process.

Environment Rating Scales

The *Environment Rating Scales*, published by the Teachers College Press[39] are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults; among the children themselves; and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule, and materials, that support these interactions. Process quality is assessed primarily through observation and has been found to be predictive of child outcomes. To provide care and education that will permit children to experience a high quality of life while helping them develop their abilities, a quality program must provide for the three basic needs all children have:

- Protection of their health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

No one component is more or less important than the others, nor can one substitute for another. All three are necessary to create quality care. Each of the three basic components of quality care manifests itself in tangible forms in the program's environment, curriculum, schedule, supervision, and interaction and can be observed. Those key aspects of process quality are included in the environmental rating scales. Additional information about the *Environment Rating Scales* is available on the FPG Child Development Institute[40] Web page.

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[38] http://www.cde.ca.gov/sp/cd/ci/drdpinstructions.asp
[39] http://www.teacherscollegepress.com/
[40] http://www.fpg.unc.edu/%7Eecers/

These observation tools have been selected by the CDE to use for program self-evaluation and for monitoring assistance by the CDE staff. A report of observations is a part of the annual self-study that each Cal-SAFE program submits to the CDE.

Other Components of the Child Care and Development Services Program

Physical Plant Requirements for Center Care

The facility requirements for a Cal-SAFE center are consistent with the standards in *CCR* Title 22. References to the pertinent regulations are listed in Table 6 of the [Cal-SAFE Legal References](#) [41]document.

Food and Nutrition Programs

Meals and snacks served to children in Cal-SAFE child care must meet USDA guidelines and are reimbursable by the [Child and Adult Care Food Program (CACFP)](#),[42] the [National School Lunch (NSLP)](#),[43] or [School Breakfast Program (SBP)](#).[44] The CACFP, NSLP, and SBP applications can be completed as a part of the child care and development enrollment process. Depending on household income, the reimbursement to the LEA will be at a free, reduced, or base level. Cal-SAFE funds can pay the difference for meals served to children who do not qualify for free meals. There is no charge to Cal-SAFE families for food served to children in the centers nor should parents be expected to provide food for their children. The CACFP, NSLP, and SBP Programs have meal patterns for infants and toddlers as well as for preschoolers and school age children. The infant meals include formula, baby cereal, and strained food. The LEA food service program can work with the center staff to provide appropriate food for infants and toddlers. There is only one agreement per LEA for the CACFP. Cal-SAFE Program children are included as a subset of all children served by the CACFP. However, the Cal-SAFE Program can apply for a CACFP agreement if the LEA has no other children being served by the program. Detailed information about these food and nutrition programs is available online by clicking on the program hyperlinks noted above.

Parent Involvement and Education

The Cal-SAFE child care and development services program is a learning lab for student parents to observe positive adult-child interaction, learn about the stages of a child's development, and gain understanding of appropriate expectations of child behavior as well as learn the elements of quality child care and development. LEAs can develop a parenting class that allows the student parent to learn parenting skills by participating in the child care setting under the supervision of the caregiving staff.

Some Cal-SAFE Programs collaborate with a Regional Occupational Program (ROP) or a Home Economics Related Occupations (HERO) program. A parent may

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[41] http://www.cde.ca.gov/ls/cg/pp/legalref.asp

[42] http://www.cde.ca.gov/ls/nu/cc/

[43] http://www.cde.ca.gov/ls/nu/sn/nslp.asp

[44] http://www.cde.ca.gov/ls/nu/sn/sbp.asp

be enrolled in one of these programs and participate in the Cal-SAFE child care and development program as fieldwork for ROP or HERO as well as nonparent students; however, enrolling all parents in a child care career training program does not make sense. Not all student parents are planning a child development career merely because they are adolescent parents. The opportunity to participate in the center for parenting instruction should be available without enrollment in a vocational training class.

Staff Development

Cal-SAFE child care funds can be used to support the staff development of the caregiving staff of the child care and development services; however, the funds should not supplant other funds that may be available for staff training. The training should be appropriate to the job description of the staff. It can include topics relating to teen parenting, such as adolescent development. One source of staff development is available to Cal-SAFE Programs through the Program for Infant/Toddler Caregivers[45] (PITC) training provided by WestEd. PITC has training-of-trainers institutes and on-site caregiver training provided by certified trainers. These activities are supported by federal quality improvement funds through a contract with the CDE. The PITC curriculum materials, videos, and manuals are available through CDE Press.[46] Other methods of obtaining staff development include community college classes, conferences, LEA staff development, and so on.

Activities:
1. Find the name of the West Ed/PITC Regional Training Coordinator for your region on the PITC[47] Web page. Contact the regional coordinator to plan training for staff members if they have not yet received training.

2. From the Web site, find out which community college with a demonstration PITC environment is closest. Plan a field trip for the child caregiving staff to visit the college infant center.

Annual Self-Study Process

Developing and maintaining a quality child care and development program requires internal monitoring and plans for program improvement. The annual self-study process required by the CDE provides tools for the LEA to undergo that process.

The annual plan shall include the following:

- A self-evaluation based on the monitoring process developed by the CDE

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[45] http://www.pitc.org/
[46] http://www.cde.ca.gov/re/pn/rc/
[47] http://www.pitc.org/

- A assessment of the program by parents using the Desired Results Parent Survey

- A written assessment of the program by staff and/or board members

- An analysis of the self-study findings, including the Desired Results Developmental Profiles, the Environment Rating Scales, and the Desired Results Parent Survey

- A written list of tasks needed to modify the program in order to address all areas that need improvement, as indicated in the analysis

The procedures noted above are designed for the ongoing monitoring of the program to ensure that areas of the program deemed satisfactory continue to meet standards and that areas requiring modification are addressed in a timely and effective way. The LEA uses the Agency Self-Evaluation Report to submit an annual summary of the program self-evaluation to the CDE. The LEA is responsible for any areas identified during the self-evaluation as needing improvement.

Chapter 8

Fund Management

This chapter emphasizes important points on the use of the Cal-SAFE Program funding, budget development, and additional fiscal support for the program. According to the *Pregnant and Parenting Student Program, A Report to the Legislature* (California Department of Education 1996):

The goal of the Cal-SAFE Program funding model is to provide a stable, flexible funding base, which:

- Exceeds the base revenue limit in an amount sufficient for providing a minimum level of supportive services for the great number of students yet is economically feasible;

- Is stable, institutionalized, and user-friendly;

- Can be safeguarded so allocations cannot be redirected to other programs;

- Can be used by both school districts and county offices of education;

- Allows flexibility and local discretion for expenditures to address needs of the target population; and

- Allows utilization of other funding sources without creating a supplantation issue.

Use of Cal-SAFE Program Funding

The document California School Age Families Education (Cal-SAFE) Program, Fiscal Guidelines and Funding Procedures, Fiscal Year 2003-04[48] is the primary source of information on the Cal-SAFE Program funding. The following points are important to remember:

- Cal-SAFE Program funding is earned by reimbursement based upon service level to students and children. *It is not a contract.* Although the state budget contains a specific appropriation for the program, there is no "cap" at the local level on the number of students and children that can be served. The limitations are determined by need and capacity of the LEA. The only cap on Cal-SAFE Program funding is at the state level and is determined by the annual state budget appropriation.

- Services are to be provided to meet the *individual* student family's needs identified during the initial intake procedure or periodic review (*Education Code*

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[48] http://www.cde.ca.gov/fg/aa/ca/calsafe.asp

Section 54746 [a] and [b]). Funding for the Cal-SAFE Program is *not* intended to provide multiple services at an intense level of support for all students.

- Cal-SAFE Program funding is *not* intended to be a subsidy for the total cost of all supportive services needed by enrolled students and children. Instead, it is the "glue" that cements various funding streams and other available services together. For example, services to Cal-SAFE Program students co-enrolled in other programs, such as special education, or who are English learners, and so forth should be paid for, as allowable, by the appropriate program rather than the Cal-SAFE Program. Coordination with the AFLP, Cal-Learn Program, and other community agencies will provide needed services to students and children and avoid duplication of services (*Education Code* sections 54745 [c] [15] and 54746 [b]).

- A support services allowance may not be used to supplant average daily attendance revenue limit funds for the support of educational programs that Cal-SAFE Program students attend (*Education Code* Section 54749 [a] [1] [B]).

- Funds allocated for student support services, child care, and nonconverting county offices of education must be maintained in separate accounts and expended to provide services only for the population that generates the funds (*Education Code* sections 54749 [5] [b], [c], and [d]).

- Budget and expenditure reports are supporting documentation for the agency's monitoring visit and demonstrate compliance with the Standards and Procedures for Audits of California K–12 Local Education Agency beginning in the 2004-05 Fiscal Year. Information is posted on the CDE "Audit Guidelines – Requirements"[49] Web page.

Budget Development

The implementation plan that the LEA submitted with its original Cal-SAFE Program application and any modifications made thereafter provide guidance in determining resource allocations and budgeting. Regardless of whether the program coordinator, district administrator, or LEA fiscal office prepares the budget, staff suggestions are valuable in setting fiscal priorities.

The budget must to align with the program goals and implementation strategies. All service delivery alternatives should be considered in light of student need and program limitations. For example, case management for students may be provided by the AFLP, the Cal-Learn Program, school counselors, or contracts with another agency. Each option will have different costs for the Cal-SAFE Program.

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[49] *http://www.cde.ca.gov/fg/au/ag/requirements.asp*

Budgeting allows Cal-SAFE to describe its program in fiscal terms and monitoring to ensure the efficient use of resources. The budget should be reviewed periodically throughout the year, compared with projected reimbursements based on service levels, and modified as needed. Both the program budget and expenditure report should be available for state monitoring. Although statute safeguards the funds to be used only for Cal-SAFE Program students and children, the California State Legislature has the authority to pass legislation in times of fiscal crisis that may negatively affect school funding, including the Cal-SAFE Program. Efficient use of Cal-SAFE Program funds will contribute to financial stability of the program and may assist in leveraging other funds.

Estimating Service Level and Earnings

Before a program budget is developed, a projection must be made of the LEA's service level and earnings for students and children. Cal-SAFE Program Funding Projections Directions and Forms 1, 2, and 3, which are available on the Cal-SAFE "Program Management Tools"[50] Web page are useful in projecting program earnings. For best results, complete the forms before the school year begins and reevaluate your calculations periodically throughout the school year to determine if they are accurate. Modify the budget if there are changes in enrollment or attendance or both.

Developing a Budget

Forms, directions, and completed samples of the Budget Summary, Budget Narrative, and Service Contract Summary are available on the Cal-SAFE "Program Management Tools" Web page. The California School Accounting Manual[51] (CSAM) provides helpful information for completing the budget. Section 401 of the CSAM provides an explanation of expenditures appropriate for each revenue object code.

- Budget Summary
  Duplicate the Budget Summary page and prepare a **separate** budget proposal for student support services and one for child care and development services. A COE funding the Cal-SAFE Program pursuant to *Education Code* Section 2551.3 must complete a budget for a nonconverting COE, as well as one each for student support services and child care and development services if services are provided over their cap. Personnel and operational costs can be prorated between budgets. For example, the cost of a full-time nurse who spends 50 percent time with the students and 50 percent time with their children can be charged 50 percent to each budget. If there were a charge for school bus transportation for Cal-SAFE Program students and children, the cost would be prorated between the two budgets according to the number of students and children served.

- Budget Narrative
  The Budget Narrative page provides information on the proposed expenditures as listed on the Budget Summary page. Duplicate this Budget

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[50] http://www.cde.ca.gov/ls/cg/pp/progmanagement.asp
[51] http://www.cde.ca.gov/fg/ac/sa/index.asp

Narrative page as many times as needed and follow the instructions to complete this form. Prepare a **separate** Budget Narrative for each Budget Summary.

- Service Contract Summary
  Statute allows for the LEA operating a Cal-SAFE Program to enter into *formal* partnership agreements, as necessary, with community-based organizations and other governmental agencies to assist students in obtaining support services or to provide child care and development services (*Education Code* Section 54745 [b] [10]). Expenditures that represent contract payments to a contractor for Cal-SAFE services must be included in the Cal-SAFE program account (*Education Code* Section 54749 [f]). The LEA is responsible for ensuring that the contractor's use of the funds is consistent with Cal-SAFE Program statute. Prepare a separate Service Contract Summary for each Budget Summary for which services are contracted.

Activity:
Review current year's estimated earnings and budget to determine if the program is on target. Revise as needed.

Obtaining Additional Fiscal Support

When additional funding is needed, the LEA may look to state, national, and private sources. Here are suggested steps for seeking additional funding:

1. Determine whether the purpose of new funding will further the goals of the Cal-SAFE Program.

2. Calculate the total amount of funding needed, including indirect costs and other expenses required by the LEA, and draft a budget.

3. Research public and private funding opportunities to learn what types of programs are being funded and how the program needs fit into the mission or goal of potential funders.

4. Obtain a copy of the application, if available, or contact the funder to learn of the funding cycle and how to apply.

5. Discuss the proposed application with the special projects manager or the appropriate person in the LEA so that local procedures are followed when applying for outside funding.

6. Determine what written materials you already have (e.g., information on program description, staff expertise, program goals and needs, evaluation data, and program successes), which can simplify the writing of the proposal.

7. Follow directions for completion and submission of the application.

8. Be specific in your application about the purpose of the requested funding and the outcomes (have a product, if possible).

9. If the application is not funded the first time, resubmit your application the following year or funding cycle.

State Funding

Other state funding may be appropriate for augmenting fiscal support for the Cal-SAFE Program. The CDE maintains a "Funding"[52] Web page that provides information on current funding opportunities in the Department, other funding resources, and preparation of funding applications. You may subscribe on this Web page to be notified by e-mail when any new or updated applications are available.

Below are examples of other state funding resources that may be available to the local Cal-SAFE Programs:

The Child Care Facilities Revolving Fund Program
The Child Care Facilities Revolving Fund Program (CCFRF) Program provides funding for the purchase of new relocatable child care facilities for lease to LEAs that provide CDE-subsidized child care and development services. The Child Development Division (CDD) continually accepts applications for the "General Facilities Application" program, which are funded on a first-come, first-served basis. For more information and the application for this CDD-administered program, contact Helen Lam in the Child Development Division, CDE, at (916) 319-0191.

First 5 California
Proposition 10, passed in November 1998, created a state California Children and Families Commission and a Children and Families Commission in each of the 58 counties. Collectively, they are known as First 5 California, and the goal is to provide a comprehensive, integrated system of early childhood development services, on a community-by-community basis, to all children prenatal to five years of age. First 5 California Programs include but are not limited to a School Readiness Initiative, Child Development Permit Project, and Kit for New Parents. Funding for identified priorities is available locally through the county commissions. More information about First 5 California programs and a link to the county commissions is on the California Children and Families Commission[53] Web page.

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[52] http://www.cde.ca.gov/fg/fo/

[53] http://www.ccfc.ca.gov/

Federal Funding

The federal government provides many programs that may be sources of possible funding opportunities for your Cal-SAFE Program. The [Federal Register][54] is the official daily publication for rules, proposed rules, executive orders, and notices for federal agencies and organizations. As notices for new applications are released often and usually have a quick turnaround time, it is important to check the *Federal Register* frequently. Other online resources for federal funding are the [Catalog of Federal Domestic Assistance] [55]and [FedGrants].[56]

Two federal programs that may be potential sources of additional funding to serve expectant and parenting students and their children are highlighted below:

> **No Child Left Behind Act of 2001**
> The No Child Left Behind Act of 2001 (NCLB) makes significant changes in the major federal programs that support schools' efforts to educate students. It is based on principles of increased flexibility and local control, expanded options for parents, and stronger accountability for results. It emphasizes effective teaching methods based on scientifically based professional development strategies that have been proven to increase student academic achievement (U.S. Department of Education 2003).
>
> NCLB requires schools to demonstrate their success in terms of the academic achievement of *every* student, including those who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency. States must test every student's progress toward meeting academic content standards and must demonstrate adequate yearly progress (AYP) of improvement based upon the state's defined measure. The 2002-03 school year was the base year for meeting the AYP benchmark. Title I federal funding to districts is based on the number of low-income students, which is determined according to the number receiving free/reduced-price meals or on CalWORKs or both. Schools receiving Title I funds are identified by the district as needing program improvement (PI) if they do not make adequate yearly progress, as defined by the state, for two consecutive school years. A PI school is provided time and assistance to improve; prescribed criteria include offering the option of students transferring to another school not identified for PI.
>
> Using NCLB funding to serve pregnant and parenting teens and their children is specifically authorized in several parts of the NCLB. An overview of these parts under Title I, Improving the Academic Achievement of the Disadvantaged; Title IV, 21st Century Schools; and Title V, Promoting Informed Parental Choice and Innovative Programs is provided below:

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[54] *h*ttp://www.gpoaccess.gov/fr/index.html
[55] http://12.46.245.173/cfda/cfda.html
[56] http://www.fedgrants.gov/grants/servlet/SearchServlet/

- Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At Risk (Title I, Part D)

    The purpose of the program is to provide supplemental educational services for at-risk children and youths to help them meet the same state content and student performance standards that all children in the state are expected to meet. These services are provided to delinquent children and youths who are confined in locally operated correctional institutions (Title I, Part D, Sections 1401 through 1432). Neglected children are those who have been placed in residential facilities due to abandonment, neglect, or death of their parents or guardians and are entitled to services in this program under Title I, Part A, Section 1113.

    In addition to supplemental educational services, funds can be used to provide services needed to help students make a successful transition from correctional facilities back to regular schools and employment. The program also provides services to ensure the continued education of youths through dropout prevention programs, including those that serve pregnant and parenting teens who are at risk of academic failure.

- School Dropout Prevention (Title I, Part H)
    Each LEA and state educational agency receiving grants under this subpart must implement scientifically based, sustainable, and widely replicated strategies for school dropout prevention and reentry. Effective programs include service to pregnant and parenting students (Title I, Section 1825 [1] [B]). Allowable activities include, but are not limited to, professional development, counseling, and mentoring for at-risk students, and implementation of comprehensive school models.

- Safe and Drug-Free Schools and Communities–State Grants (Title IV, Part A)
    This subpart provides funding to implement proven strategies for reducing alcohol and drug abuse among youths. The program has two funding sources. Eighty percent of the funding flows through the California Department of Education to LEAs based upon a formula to serve all eligible students, including those who are pregnant and parenting. The remaining 20 percent goes to the Governor's Office, which awards grants and contracts to LEAs and community groups. Pregnant and parenting teens are identified as one of the populations that are a priority for the Governor's funds (Title IV, sections 4112 [a] [2] [B] and 4113 [a] [5]). For more information on the Governor's Safe and Drug-Free Schools and Communities funds, visit the California Department of Alcohol and Drug Programs, Prevention Services Division[57] Web page. Notices of any available funding from the Safe and Drug-Free Schools and Communities national programs are available on the Federal Register.[58]

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[57] *h*ttp://www.adp.cahwnet.gov/Prevention/sdfsc.shtml
[58] http://www.gpoaccess.gov/fr/index.html

- Fund for the Improvement of Education, Women's Educational Equity Act (Title V, Part D, Subpart 21)
  The Women's Educational Equity Act provides financial assistance to LEAs to meet the requirements of Title IX of the Education Amendments of the 1972 Regulations. The U.S. Department of Education provides funds through a competitive grant process to public agencies, private nonprofit agencies, organizations, student and community groups, and individuals to implement gender-equity policies and practices. Congressional findings include the fact that "pregnant and parenting teenagers are at high risk for dropping out of school and existing dropout prevention programs do not adequately address the needs of such teenagers" (Title V, Section 5611 [b] [3] [D]).

In addition to the No Child Left Behind Act programs described above, there are several other programs through which individual Cal-SAFE Program students and children may be eligible to receive services. The programs identified below are potential sources of NCLB support:

- Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
  Title I, Part A of the NCLB Act, provides flexible funding to LEAs to help improve instruction in high-poverty schools so that poor and minority children have the same opportunity as do other children to meet challenging state academic standards and assessments. This program strengthens requirements for teachers and paraprofessionals and specifies that paraprofessionals may not provide any instructional services except under the direct supervision of a teacher. Since enactment of the Elementary and Secondary Education Act in 1965, preschool services to eligible children, even those younger than three years, have been an allowable use of program funds (U.S. Department of Education 2004). Serving Preschool Children under Title I, Non-Regulatory Guidance,[59] a recently released publication, provides the rationale for using the funds for preschool services, identifies components of a quality preschool program, and addresses administrative issues.

- Early Reading First (Title I, Section B, Subpart 2)
  The Early Reading First (ERF) program supports local efforts to enhance the early language, literacy, and prereading development of preschool-age children, particularly those from low-income families. This federal competitive grant program (not state-administered) supports LEAs to provide preschool-age children with high-quality oral language and literature-rich environments, to provide staff with professional development, to identify and provide activities and instructional materials based on scientifically based reading

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[59]

http://www.ed.gov/searchResults.jhtml?oq=%22No+Child+Left+Behind%22+%7C+%22Title+I%22&rq=1&tx=March+4%2C+2004&GO+-+Submit+Search.x=15&GO+-+Submit+Search.y=6

research, to implement screening reading assessments or other appropriate measures to determine if preschool children are developing early language skills, and to integrate instructional materials and activities into programs offered by the LEA. The [ERF Infoline Listserv](#)[60] provides automatic e-mail notification of publications or resources relating to the ERF program.

- Education of Migrant Children (Title I, Section C)
  Migrant funds provide assistance to establish and improve educational programs for children of migratory farm workers. Migrant education programs must identify and address special educational needs of migrant children, provide migrant students with an opportunity to meet the same state academic content standards that all children are expected to meet, encourage family literacy services for eligible students and their families, and promote interstate and intrastate coordination of services for migrant children.

- Elementary and Secondary School Counseling (Title V, Section D, Subpart 2)
  Through a competitive process, grants are made available to LEAs to establish or to expand the availability, quality, and quantity of counseling services for students in elementary schools and, if the funding exceeds $40 million annually, for students in secondary schools. The U.S. Department of Education awards grants directly to LEAs to implement a comprehensive counseling program addressing needs of *all* students.

- Reading Is Fundamental—Inexpensive Book Distribution (Title V, Section D, Subpart 5) The Reading Is Fundamental (RIF) Program provides ideas to motivate children to read through the distribution of inexpensive books. Shared Beginnings, an RIF program, provides young parents with practice in a broad range of activities designed to foster early language literacy skills in their infants and children. The activity curriculum focuses on various topics based upon recent brain research. Refer to the [Shared Beginnings](#) [61]Web page for more information and an application for the program.

- Gifted and Talented Students (Title V, Section D, Subpart 6)
  This program provides funds for innovative strategies, enrichment activities, and challenging, high-level course work to eligible students. The highest priority goes to programs designed to support schools in identifying and serving gifted and talented students who are economically disadvantaged, have limited-English proficiency, have disabilities, or otherwise may not be identified through traditional assessment methods.

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[60] http://www.ed.gov/programs/earlyreading/erfinfoline.html
[61] http://www.rif.org/what/sharedbeginnings/default.mspx

The latest information regarding NCLB is available online at the U.S. Department of Education, No Child Left Behind[62] Web page and the California Department of Education, No Child Left Behind[63] Web page Another helpful Web site is No Child Left Behind: A Desktop Reference.[64]

Activity:
Discuss how NCLB is being implemented in your LEA with the appropriate person and advocate for using NCLB funds, as allowable, to serve eligible Cal-SAFE Program students and children

Adolescent Family Life (AFL) Demonstration and Research Program
Title XX of the Public Health Service Act created the AFL Demonstration and Research Program in 1981. It supports demonstration projects to develop, implement, and evaluate program interventions that provide comprehensive health care, education, and social services to pregnant and parenting teens, their children, male partners, and family members. It promotes abstinence from sexual activity among adolescents. Research grants support research on the causes and consequences of adolescent premarital sexual relations, pregnancy, and parenting. More information is available online from the Office of Adolescent Pregnancy Programs.[65]

Foundation and Corporate Funding

Foundation and corporate grant-maker programs promote the public good and vary widely according to the philanthropic goals of the organizations, current trends, and emerging issues. Each foundation or corporation has a board or committee responsible for establishing and implementing the organization's policies and procedures, including the application priorities and process. Foundations may be a family foundation established by an individual or family or a community foundation that targets a specific geographic area. Corporate grant makers are supported by business. They may not always identify themselves as a foundation but may use the word "fund," "endowment," or "trust" in the name.

A starting point for seeking private fiscal support is to locate foundations and corporate grant makers that may have priorities related to your program needs. "Thinking outside the box" when researching foundations and corporate grant-maker programs is important in matching your program needs with foundation priorities. For example, the grant maker may not specify "teen pregnancy" as a priority, but such topics as dropout prevention, equal opportunity, youth development, women and children, professional development, youths in poverty, healthy lifestyles, and technology as a tool for learning may provide a lead if the focus of the funding is consistent with program needs.

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[62] http://www.ed.gov/nclb/landing.jhtml
[63] http://www.cde.ca.gov/nclb/index.asp
[64] http://www.ed.gov/admins/lead/account/nclbreference/index.html
[65] http://opa.osophs.dhhs.gov/titlexx/oapp.html

Below are ways to identify potential private funders:

- Review online directories of foundations and corporate grant makers:

  -Foundation Center[66]

  -foundations.org[67]

  -California Foundation DataBook[68]

- Examine newsletters and other publications of organizations and agencies that focus on teen pregnancy and parenting issues to identify funders of their products.

- Contact the LEA special projects manager or the appropriate person in your LEA to learn about resources in the community, such as businesses, local community foundations, and individual donors.

Activity:
Determine if there is an unmet need for students and/or children enrolled in the CAL-SAFE Program. If the barrier to providing the service is due to lack of fiscal resources, research and apply for additional public and/or private funding in a manner consistent with the policies and procedures of your LEA.

Selected References

No Child Left Behind: A Desktop Reference.[69] ES-0180P Washington, D.C.: U.S. Department of Education, September 2002.

No Child Left Behind: A Toolkit for Teachers.[70] (Revised edition). EE-0565C. Washington, D.C.: U.S. Department of Education, Office of Elementary and Secondary Education, 2004.

Pregnant and Parenting Student Program, A Report to the Legislature. Sacramento: California Department of Education, 1996. Contact the Cal-SAFE Program at (916) 319-0914 for a copy of the document.

Serving Preschool Children under Title I Non-Regulatory Guidance.[71] Washington, D.C.: U.S. Department of Education, 2004.

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[66] http://fdncenter.org/funders/grantmaker/gws_corp/corp1.html

[67] http://www.foundations.org/grantmakers.html

[68] http://www.foundationdatabook.com/calinks.html

[69] http://www.ed.gov/admins/lead/account/nclbreference/index.html

[70] http://www.ed.gov/teachers/nclbguide/index2.html

Glossary of

Acronyms

AFL	Adolescent Family Life Demonstration and Research Program (federal program)
AFLP	Adolescent Family Life Program (state program)
AYP	Adequate yearly progress
BIG	Branagh Information Group
CACFP	Child and Adult Care Food Program
CACSAP	California Alliance Concerned with School Age Parenting and Pregnancy Prevention
California Project LEAN	Leaders Encouraging Activity & Nutrition
Cal-SAFE	California School Age Families Education Program
CalWORKs	California Work Opportunity and Responsibility to Kids
CCFRF	Child Care Facilities Revolving Fund Program
CCR	*California Code of Regulations*
CCTC	California Commission on Teacher Credentialing
CDD	Child Development Division
CDE	California Department of Education
CDHS	California Department of Health Services
CHDP	Child Health and Disability Prevention Program
CDSS	California Department of Social Services
COE	County office of education
CPSP	Comprehensive Perinatal Services Program
CSAM	*California School Accounting Manual*
CSCP	County Service Coordination Plan
CSIR	California School Immunization Record
CSU	California State University
DRDP	Desired Results Developmental Profile
ECE/CD	Early Childhood Education/Child Development
EHS	Early Head Start program
ERF	Early Reading First program
ESEA	Elementary and Secondary Education Act
FPG	Frank Porter Graham Child Development Institute
GATE	Gifted and Talented Education program
GED	General Educational Development
GIS	Geographic Information System
HERO	Home Economics Related Occupations program

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http://www.ed.gov/searchResults.jhtml?oq=%22No+Child+Left+Behind%22+%7C+%22Title+I%22&rq=1&tx=March+4%2C+2004&GO+-+Submit+Search.x=15&GO+-+Submit+Search.y=6

HIV/STD	Human immunodeficiency virus/sexually transmitted disease
IEP	Individualized education program
JTPA	Job Training Partnership Act
LEA	Local educational agency
MIS	Management Information System
NCLB	No Child Left Behind Act
NSLP	National School Lunch Program
PALS	Pregnant and Lactating Students program
PITC	Program for Infant/Toddler Caregivers
PMP	Pregnant Minors Program
RIF	Reading Is Fundamental program
ROC/P	Regional Occupational Center or Program
ROP	Regional Occupational Program
SAPID	School Age Parenting and Infant Development program
SARB	School Attendance Review Board
SBP	School Breakfast Program
SSC	School site council
TUPE	Tobacco Use Prevention Education program
USDA	United States Department of Agriculture
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children